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ABSTRACT

This curriculum guide contains the Southeastern Education Laboratory/Project Language Lessons 17-32 stressing listening, speaking, and reading readiness for disadvantaged kindergarten children. The lessons are designed to be used in the SEL's mobile preschool units or as readiness materials for kindergarten. The major emphasis of this intervention program is on the teaching of language skills in conbination with subject matter content using a language-experience approach. Each lesson lists specific behavioral objectives, materials, time needed, procedures, and suggestions for supplementary activities. Songs, resource books, and stories are correlated with concept studies in each unit. This lesson series centers around The Farm (Unit Three), The City (Unit Four), Community Helpers (Unit Five) and Transportation (Unit Six). Appendix A presents Pupil's Book, sample pages from the companion workbook to be provided for each child. Appendix B lists materials needed for one class to implement this curriculum. The first volume of SEL/Project Language (Lessons 1-16) is available as PS 004 669. The complete Pupil's Book, Lessons 1-32 is available as PS 004 670 and Teacher's Handbook is available as PS 005 022. (WY)

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SEL/PROJECT LANGUAGE

VOLUME II

LESSONS 17-32

Level II — Kindergarten

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Kenneth W. Tidwell

Kenneth W. Tidwell, Executive Director
Southeastern Education Laboratory

INTRODUCTION

SEL/PROJECT LANGUAGE

Extensive research studies indicate that the language systems utilized by disadvantaged children are a major deterrent to their school achievement. The performance of such pupils in all subject areas throughout their school career is hampered by their inability to effectively communicate in or relate to an instructional rhetoric. The great number of children in the Southeast Region who can be termed disadvantaged need a specialized program directed toward their specific problem areas. To be most effective, this educational approach should commence as the child enters the school. An early intervention in the language habits of the disadvantaged will facilitate the adjustment of the children to school and to the accomplishment of the learning tasks presented. SEL/Project Language is designed for five-year-old disadvantaged children. Volume I contains Lessons 1-16 and Volume II contains Lessons 17-32. A Pupil's Book and a Teacher's Handbook accompany the lesson volumes.

Objectives

SEL/Project Language, Level II, Kindergarten, is designed to alleviate the language deficiencies of disadvantaged children. The communication problems and the lack of varied experiences which usually occur in children reared in economically, educationally and socially deprived environments cause an absence of school readiness and learning accomplishments. The general objectives of the project are in reference to the areas of deficiency which are most frequently evidenced.

1. To increase the disadvantaged pupil's readiness for school-related learning activities
2. To increase both the variety and the intensity of the educational experiences of the disadvantaged child by developing:
   a. his understanding of a variety of content areas beginning with those subjects which are most familiar to him and progressing to those which are more remote
   b. his understanding of existing natural and man-made phenomena
   c. his knowledge of many different concrete objects
   d. his ability to perceive and to mentally organize known objects and locations in his environment by differentiating them according to:
      1) textures
      2) tastes
      3) smells
      4) sounds
      5) colors
      6) sizes
      7) positions
      8) directions
      9) speeds
      10) shapes
      11) numbers
   e. his understanding of the concrete applications of the learned materials
3. To stimulate each child's usage of speech patterns which reflect standard English by developing:

   - a. his skill in articulation and pronunciation
   - b. his ability to recognize the difference between standard and non-standard English

4. To augment the listening and the speaking abilities of the child by developing in him:
   - a. a lengthened attention span
   - b. the ability to comprehend what is heard
   - c. the capacity to follow directions
   - d. an interest in and a readiness for reading
   - e. an increased speaking vocabulary
   - f. a frequent usage of his known vocabulary
   - g. the ability to use standard English when appropriate including the proper oral usage of:
     - 1) verbs
     - 2) nouns
     - 3) pronouns and their plurals
     - 4) prepositions
     - 5) possessives
     - 6) sentence form
   - h. an interest in and a knowledge of the content matter that is used as the basis for all language learning and practice

5. To improve self concepts and to establish free self-expression by developing in the child:
   - a. a better understanding of himself
   - b. a more concrete self-identity
   - c. a feeling of self-worth gained through experiences of success
   - d. an inquisitiveness and the ability to ask pertinent questions
   - e. a point of view and the ability to express it coherently

   - f. the acceptance and the emulation of various forms of creative behavior
   - g. an imagination and the ability to express his imaginations in a variety of ways
   - h. an improved motor coordination

6. To improve each child's intellectual achievement in the following areas:
   - a. introduction to study habits and skills
   - b. usage of inquiring skills
   - c. interest in and concern for creativity

7. To initiate good social relationships by developing in the child:
   - a. an understanding of the basic characteristics and relationships of all children
   - b. an awareness of the rights and the privileges of other children
   - c. the ability to maintain an effective communicative rapport with children and teachers

The objectives must be recognized and at least partially achieved before disadvantaged pupils can obtain anything near the educational excellence of which they are capable.

Description

SEL/Project Language is designed to meet some of the special needs of disadvantaged children in the Southeast area. Specifically, Level II provides school readiness instruction for preschoolers or for first-graders just beginning a school experience. The major emphasis is on the teaching of language skills in combination with subject-matter learning—a language experience approach. Children will listen, talk and read when they are challenged and captivated by subject matter in which they are interested. This approach presents listening, speaking and reading for a purpose, rather than for mere practice. It is hypothesized that learning will increase in the Language Arts skill areas as well as in the subject-matter fields when the total curriculum is correlated and is thus made meaningful to the child himself and to his known world. The children are exposed to concrete items, and as they become familiar, are moved to the more abstract. The pupils are encouraged to speak freely and then to practice varying their speech forms to more nearly correspond to a standard English.

Level II is a series of thirty-two lessons designed to be a year's program for SEL's mobile preschool units meeting individual groups of rural children once a week for a nine-month period. The same group of lessons can be utilized as daily readiness material for six weeks of a kindergarten year or for the first six weeks of a first-grade class. Skills in listening, speaking, reading readiness, number comprehension, art, music, creativity and physical activities are included as vital elements of the lessons, all of which focus on subject matter content. An emphasis is placed upon expanding the experiential horizons of disadvantaged pupils by exposing them to a variety of stimuli.

The units studied commence with the child himself, his name, his body, his friends, his school, his home and his family.

The studies then progress to the environment most familiar to each class of children, whether rural or urban. The lessons include a consideration of both environments so that the children learn first about their own world and then move to the less familiar one.

At the beginning of each unit of study, skills are sequentially listed in the areas of listening, speaking and reading readiness. A detailed subject matter outline, also in sequential order, accompanies the skill lists so that the teacher who desires freedom from the structured lesson format can design her own class presentations. At the end of each lesson plan, a supplement of additional activities, books and audio-visual aids is included. A Teacher's Handbook to further stimulate creative teaching is available.

The specific instructional objectives for SEL/Project Language, Level II, are designed to provide school readiness for disadvantaged children as related to the general objectives previously stated.

1. To initiate a realistic self-concept in the disadvantaged child by developing in him:
    a. a knowledge of his full name, age and address
    b. an understanding of general anatomy as related to the locations and the functions of the component body parts
    c. the identification of articles of clothing belonging to him
    d. an understanding of the composition of a school class

- e. a knowledge of his position within a family group which resides in a house in a city, in a town, in the country or on a farm
- f. a freedom of expression in creative situations
- g. the ability to ask pertinent questions
- h. more competent motor coordination

2. To establish a definite social awareness in the child by developing his:
    - a. knowledge of the similarities of his body and clothing to those of his classmates
    - b. understanding of his home as compared to those of his classmates
    - c. ability to join class discussions
    - d. observance of basic group and individual manners
    - e. rapport with the teacher

3. To provide for each child varied experiences in a variety of areas by teaching:
    - a. subject matter beginning with the child himself and progressing to all children, families, homes, farms, transportation, cities and community helpers
    - b. language concepts based on the subject matter studied
    - c. art, music, numerical concepts, reading readiness, health, safety and physical activities as related to the content areas
    - d. a method of organizing objects according to:
        - 1) textures
        - 2) tastes
        - 3) smells
        - 4) sounds
        - 5) colors
        - 6) sizes
        - 7) positions
        - 8) directions
        - 9) speeds
        - 10) shapes
        - 11) numbers

   e. the relationship to the child of each subject studied

4. To develop in the child desirable classroom behaviors, such as:
   a. the ability to follow directions
   b. a longer attention span
   c. a comprehension of what is heard
5. To improve the child's language ability by teaching:
   a. additional speaking vocabulary
   b. more free and frequent usage of the known vocabulary
   c. standard English form including the proper usage of:
      1) verbs
      2) nouns
      3) pronouns and their plurals
      4) prepositions
      5) possessives
      6) sentence form

Implementation

One of the main objectives of SEL/Project Language is to develop in the child a more complete understanding of himself and of his immediate environment, progressing gradually to topics of a more distant relationship to the pupil. The lessons, in the order that they appear in Level II, are designed for rural children since the farm is studied before the city. Classes with a majority of urban pupils should reverse that sequence in order to study the city first. The following lesson sequence can be used to achieve the reversal:

Lessons 1-16,

Lessons 20-21,

Lessons 17-19,

Lessons 22-32.

Each lesson has discussion and study aspects alternated with more physically demanding activities. The discussion sessions are of particular importance in order to encourage the pupils to freely express their own ideas. At this same time, the lesson can be adapted to the individual needs of each class by exploring in depth the specific ideas propounded by the pupils. It is only after the group has considered all lesson-related topics which are of interest to the children, that any standard English practice is initiated. At no time are the pupils to feel that their own manner of speaking is unacceptable. The pattern sentences may be omitted completely for those groups composed of children already fluent in standard English. The practice sentences will be most successful when used as a learning reinforcement and as an opportunity for individual participation.

Long-range Plans

The complete SEL/Project Language as conceived by the Southeastern Education Laboratory will encompass materials designed for disadvantaged children, ages four to twelve. The previously described 32 lessons of Level II are only one segment of the entire projected program that will cover eight levels—nursery school through grade six. Level II will be completed by the development of additional lessons, to be combined with the original 32, forming an entire year's curriculum for kindergarten. The format of the publication will be similar to that used in the existing Volumes I and II, correlating language skill expectations with subject matter topics.

Level I of SEL/Project Language, planned for nursery school, will be organized as were the Volumes of Level II. The language skill expectations and the subject matter topics will be designed specifically for children who are four years old.

Level III—first grade—will begin with a six-weeks' readiness program to review the preschool experiences of some pupils and to provide readiness activities for those children without preschool training. The first 30 lessons developed will constitute a full-day's curriculum for the six-weeks' period. The list of language skills and the subject matter units will be more advanced than those included in Level II.

The remainder of Level III will be designed in a different fashion. A Teacher's Manual will include a list of skill expectations for the entire year in each of four areas: listening, speaking, reading and writing-composition.

The skills will be sequenced as the children are to learn them during the year. The specific sequences will be determined by teams of consultants in each of the language arts' areas. The integrated approach of SEL/Project Language combines the teaching of reading with the teaching of subject matter and the other communication areas, identifying and practicing the general skills common to all the activities as well as the special skills that are involved in each one individually.

A list of study units generally accepted and included in social studies, science, and mathematics texts on the first grade level will be arranged in an order beginning with the child and moving outward to less familiar topics. A review of extant texts in each area will provide the study units' sequence. The major portion of the Teacher's Manual will be devoted to a listing of the activities pertinent to the development of each language skill, utilizing the subject matter as a basis for the exercises. Model units will be developed and guidelines will be given to assist the teacher in formulating lessons by integrating the lists of language skills with the ordering of the subject matter content. Supplementary lists of additional activities, related books, readers, songs and art projects will be included.

Levels IV through VIII, grades two through six, will be developed in a format similar to the design for Level III, Teacher's Manual.

SEL/PROJECT LANGUAGE

Publications Now Available

SEL/Project Language, Level II, Kindergarten, Volume I (Lessons 1-16), $3.00

SEL/Project Language, Level II, Kindergarten, Pupil's Book, $2.00

SEL/Project Language, Level II, Kindergarten, Volume II (Lessons 17-32), $3.00

SEL/Project Language, Level II, Kindergarten, Teacher's Handbook, $1.00

For additional copies of these publications, please contact:

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Publications in Planning and Developmental Stage

SEL/Project Language, Level I, Nursery, Volume I, (Lessons 1-90)

SEL/Project Language, Level I, Nursery, Volume II, (Lessons 91-180)

SEL/Project Language, Level I, Pupil's Book

SEL/Project Language, Level I, Teacher's Handbook

SEL/Project Language, Level II, Kindergarten, (Lessons 33-180)

SEL/Project Language, Level III, Grade 1, (Lessons 1-30)

SEL/Project Language, Level III, Grade 1, Teacher's Handbook

SEL/Project Language, Level III, Grade 1, Teacher's Manual

SEL/Project Language, Level IV, Grade 2, Teacher's Manual

SEL/Project Language, Level V, Grade 3, Teacher's Manual

SEL/Project Language, Level VI, Grade 4, Teacher's Manual

SEL/Project Language, Level VII, Grade 5, Teacher's Manual

SEL/Project Language, Level VIII, Grade 6, Teacher's Manual

VOLUME II

Table of Contents

Page

INTRODUCTION. iv

UNIT THREE "THE FARM" 2

Lesson 17 8

Lesson 18 25

Lesson 19 45

UNIT FOUR "THE CITY". 62

Lesson 20 71

Lesson 21 83

Lesson 22 93

Lesson 23 104

UNIT FIVE "COMMUNITY HELPERS" 121

Lesson 24 131

Lesson 25 142

Lesson 26 155

Lesson 27 163

Lesson 28 173

Lesson 29 181

Lesson 30 195

Page

UNIT SIX "TRANSPORTATION" 211

Lesson 31 218

Lesson 32 228

APPENDIX A - Pupil's Book

APPENDIX B - List of Materials

UNIT THREE

"The Farm"

Lessons 17-19

Unit Three - The Farm

SEQUENTIAL OUTLINE OF SUBJECT MATTER

I. Knowledge of farm buildings

   A. Recognition of house for farm family

   B. Discrimination among buildings for farm animals

      1. Identification of barn and its uses

      2. Association of chicken house, doghouse, stable, etc. with corresponding animals

   C. Recognition of facilities for machinery

II. Knowledge of farm animals: cattle, horses, dogs, pigs, chickens, ducks, cats, sheep, goats

   A. Identification of particular family members: bull, cow, calf, stallion, mare, colt, puppy, piglet, rooster, hen, chick, duckling, kitten, lamb, kid

   B. Cognition of general appearances and characteristics

      1. Discrimination among variety of possible colors

      2. Recognition of specific colors brown and gray

      3. Discrimination among size variations

      4. Association of apparent animal sizes with comparative locations: near, far away

      5. Identification of body parts: hooves, webbed feet, paws, muzzle, snout, beak, bill, comb, horns, whiskers, mane, udder, tail, etc.

      6. Imitation of sounds and motions

      7. Understanding of appropriate foods and feeding processes

      8. Association of drawings with photographs

      9. Representation of appearances

   C. Recognition of shelters and specific farm accommodations: barn, stable, doghouse, pigpen, chicken house, pond, etc.

- D. Discrimination between positions: in, out
- E. Identification of specific animal groups: more, most, fewer, fewest
- F. Understanding of use of each animal
- G. Cognition of food substances produced: milk, milk products, beef, pork, eggs, chicken, duck, veal, etc.
- H. Recognition of specialized farms: dairy, beef, poultry, ranch, etc.

III. Knowledge of farm plants

- A. Understanding of seeds
  - 1. Identification of plant embryo and foodstuff
  - 2. Discrimination among plant components: root, stem, leaf
  - 3. Observation and cognition of sprouting process
  - 4. Specification of basic growth needs: air, water, heat
  - 5. Discrimination between seeds which will grow and various objects which will not grow
- B. Cognition of variety of farm fields planted by farmer
- C. Understanding of food substances produced
  - 1. Identification of plants used as animal foods
  - 2. Cognition of plants used as human foods
    - a. Specification of three daily meals: breakfast, lunch, dinner
    - b. Cognition of healthful meal planning

IV. Knowledge of farm machinery

- A. Consideration of variety used in field preparation and plant care
- B. Identification of multi-purpose tractor

Unit Three - The Farm

LISTENING SKILLS

1. Answer questions correctly.
2. Discuss books and poems that have been read to the class.
3. Describe records after hearing them.
4. Follow directions.

   Examples:

   a. Complete Pupil's Book pages as instructed.

   b. Play games as directed.
5. Participate in class discussions and dramatizations.
6. Develop auditory discrimination.

   Examples:

   a. Identify farm animal sounds.

   b. Describe sounds of popping popcorn.

   c. Describe sounds heard during a field trip to a farm.

Unit Three - The Farm

LANGUAGE SKILLS

1. Command the expanded vocabulary gained by a study of the farm.

2. Answer questions by using complete sentences.

   Examples:

   a. State, "A (farm animal) lives on the farm," in response to the question, "What animal lives on the farm?"

      1. cow
      2. horse
      3. dog
      4. pig
      5. chicken
      6. duck
      7. sheep
      8. goat
      9. cat

   b. State, "A baby (farm animal) is a ___________," in response to the question, "What is a baby (farm animal)?" (animal names listed under item 2a)

   c. State, "It is the (rooster, hen, chick)," in response to the question, "Which chicken is it?"

   d. State, "A seed grows into a plant," in response to the question, "What does a seed do?"

   e. State, "No, it will not grow," or "Yes, it will grow," in response to the question, "Will it grow?"

3. Express pertinent ideas in class discussions.

   Examples:

   a. Describe one aspect of a farm picture by saying, "I see ___________," in response to the question, "What do you see on the farm?"

   b. Describe healthful eating habits.

4. Describe personal artwork.

5. Participate in class dramatizations.

6. Use appropriate singular and plural forms of nouns, pronouns and verbs.

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Example:

a. State, "I see two sheep," in response to the question, "How many do you see?"

7. Use specific descriptive words.

Examples:

a. State, "The cow is brown," in response to the question, "What color is the cow?"

b. State, "The kitten is gray," in response to the question, "What color is the kitten?"

8. Use comparative adjectives.

Example:

a. State, "The (animal name) pen has more (fewer) animals than the (animal name) pen," in response to the question, "Which pen has more (fewer) animals than the (animal name) pen?"

9. Use words denoting position and location.

Examples:

a. State, "That is a barn," in response to the question, "What building is this?" (the picture is displayed at the front of the class)

b. State, "That is a horse," in response to the question, "What is this?" (the picture is displayed at the front of the class)

c. State, "The chicken is in (out of) the chicken house," in response to the question, "Is the chicken in or out of the chicken house?"

d. State, "The (farm animal) is near me (far away from me)," in response to the question, "Is the (farm animal) near you or far away from you?"

e. State, "This is the first (last) picture," in response to the question, "Which picture is this?"

f. State, "This is the left (right) side of the page," in response to the question, "Which side of the page is this?"

READING READINESS SKILLS

1. Distinguish positions and locations.

   Examples:

   a. Discriminate between the left side and the right side of a page.

   b. Recognize the top and the bottom of a page.

   c. Identify the first and the last pictures.

   d. Determine the position of a farm animal as being in or out of a pen or a building.

   e. Determine the relative distance of an animal to be near or far away.

2. Recognize comparisons.

   Example:

   a. Identify the animal pen having more (fewer) animals than another pen.

3. Develop visual discrimination.

   Examples:

   a. Recognize the colors brown and gray.

   b. Identify baby farm animals.

   c. Describe sights seen in a farm picture.

   d. Specify the number of animals seen in a group.

   e. Determine the relative distance of an animal to be near or far away.

   f. Distinguish among the members of animal families.

PROJECT LANGUAGE

LEVEL II

Lesson 17

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a farm picture that includes cows, horses, dogs and pigs; and asked, "What animal lives on the farm?" each child answers, "A cow (horse, dog, pig) lives on the farm."

2. When shown a picture of a brown cow and asked, "What color is the cow?" each child answers, "The cow is brown."

3. When shown pictures of baby farm animals and asked, "What is a baby cow (horse, dog, pig)?" each child answers, "A baby cow (horse, dog, pig) is a calf (colt, puppy, piglet)."

MATERIALS:

"In the City" picture set (used previously)
"At the Farm" picture set (used previously)
Baby Animals by Gyo Fujikawa, New York: Grosset and Dunlap (McLoughlin Brothers, Inc.) 1963.
"Food and Nutrition" picture set (used previously)
What Is a Color? (used previously)
9" X 12" Brown construction paper (one sheet for each child)
Crayons (used previously)
Six feet of brown wrapping paper
Large picture of a red barn
Farmer Barnes Buys a Pig by John A. Cunliffe, New York: The Lion Press, 1968.
9" X 12" Newsprint (one sheet for each child)
Scissors (used previously)
Scotch tape

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

In review, the group briefly compares towns and farms—their similarities and their differences. The teacher leads the children to sing "Old MacDonald Had a Farm," including in the song lyrics the following animal names: cow, horse, dog and pig. Displaying the general farm scene from the "At the Farm" picture set, the teacher discusses with the class the various animals and the buildings. The pupils are asked to look carefully at the picture. Each child is given a turn to answer the teacher's question:

(Teacher) "What do you see on the farm?"

by saying:

(Pupil) "I see ____________."

The children listen so that they name items which have not been specified previously by their classmates.

The teacher emphasizes the farm buildings: the house for the family; the barns, the chicken house and the doghouse for the animals and the machine shed for the equipment. The farmer, who is the father, takes care of the animals with the help of the mother, the brother and the sister.

Pointing to the picture of a barn, the teacher asks:

(Teacher) "What building is this?"

The pupils answer:

(Pupils) "That is a barn."

The group discusses the function of the barn as a shelter for the animals and as a storage place for the animals' food. Among the animals that often are placed in the barn are the cows—they are usually taken inside the building to be milked. The teacher leads a discussion of the names of the members of a cattle family: "bull," the father; "cow," the mother and "calf," the baby. Using the book Baby Animals, the teacher points to the picture of a calf and asks:

(Teacher) "What is a baby cow?"

The children respond:

(Pupils) "A baby cow is a calf."

All cattle have similar appearances except for differences in color—they have triangular-shaped ears, tails, four legs with hooves, a muzzle, etc. Many cattle have horns and female cows have udders from which the farmer gets milk. Hay and grass are the main foods for these animals. Having several stomach compartments; they chew their food, swallow it, rechew it, etc.—they chew their "cuds." The sound that is made by cattle is a low, resonant "Mooooo." The pupils practice making cow-like sounds as they imitate the lazy walk of cattle grazing grass.

Lesson 17

A farm which has only milk cows is called a dairy farm. The milk is carefully collected and is sent to town to be cleaned and packaged for stores and for homes. Cattle also produce meat called beef. People eat beef in various forms such as: steak, hamburgers, roast beef, etc. Pictures from the "Food and Nutrition" picture set showing food products derived from cattle are displayed and are discussed.

The general farm picture is used again as the children are led to compare the size of the cow in the foreground to that of the cow behind the pigpen. The teacher discusses with the group which of the cows appears larger and why. The pupils consider the fact that animals look bigger when they are near than they do when they are far away and look little. Pointing to each pictured cow in turn, the teacher asks the children:

(Teacher) "Is the cow near you or far away from you?"

The children practice answering:

(Pupils) "The cow is near me (far away from me)."

The teacher describes the color of some of the cattle by saying:

(Teacher) "The cow is brown."

From the book What Is a Color? the page concerning brown is read and is discussed with the group. Pointing to one of the brown cows pictured, the teacher reviews:

(Teacher) "What color is the cow?"

The children answer:

(Pupils) "The cow is brown."

The group identifies all of the brown items visible in the classroom and describes those that can be found outside of school. Each child is given crayons and a piece of brown paper to use in drawing a picture of one cow. The teacher discusses the pupils' work with them individually while asking them to specify the color of their papers and to count the number of cows they drew. The children's names are printed on their papers along with the numeral one to represent the one brown cow. The pictures are collected and are saved to be combined with sheets of other colors, forming Color Books made by each of the children. During the entire lesson, an emphasis is placed on the animals which are studied that might be brown in color.

Lesson 17

A piece of brown wrapping paper (six feet long) is attached to the wall as a background for a farm mural the group will make. (On the next page appears a diagram for a possible general arrangement of the items on the mural.) The teacher begins the project by placing a large red barn on the paper.

The cows are milked in the barn while the horses are fed, cleaned and sometimes housed there. Horses are similar to cattle in many ways, since they both have tails, triangular-shaped ears, muzzles and hooves. Both kinds of animals are often brown in color. A baby horse is called a "colt," the mother is a "mare" and the father is a "stallion." The teacher points to a picture of a colt in the Baby Animals book and asks:

(Teacher) "What is a baby horse?"

The children answer:

(Pupils) "A baby horse is a colt."

The sound made by a horse is a "Neigh." Horses do not provide food for man; however, many years ago they did the farm work that is now done by tractors. Horses have a very distinctive manner of running which makes horseback riding a great sport. The children are instructed to pretend that they are each riding a horse. As the teacher claps walking, trotting, galloping and running rhythms; the pupils ride their "horses" at corresponding speeds.

Activity 2

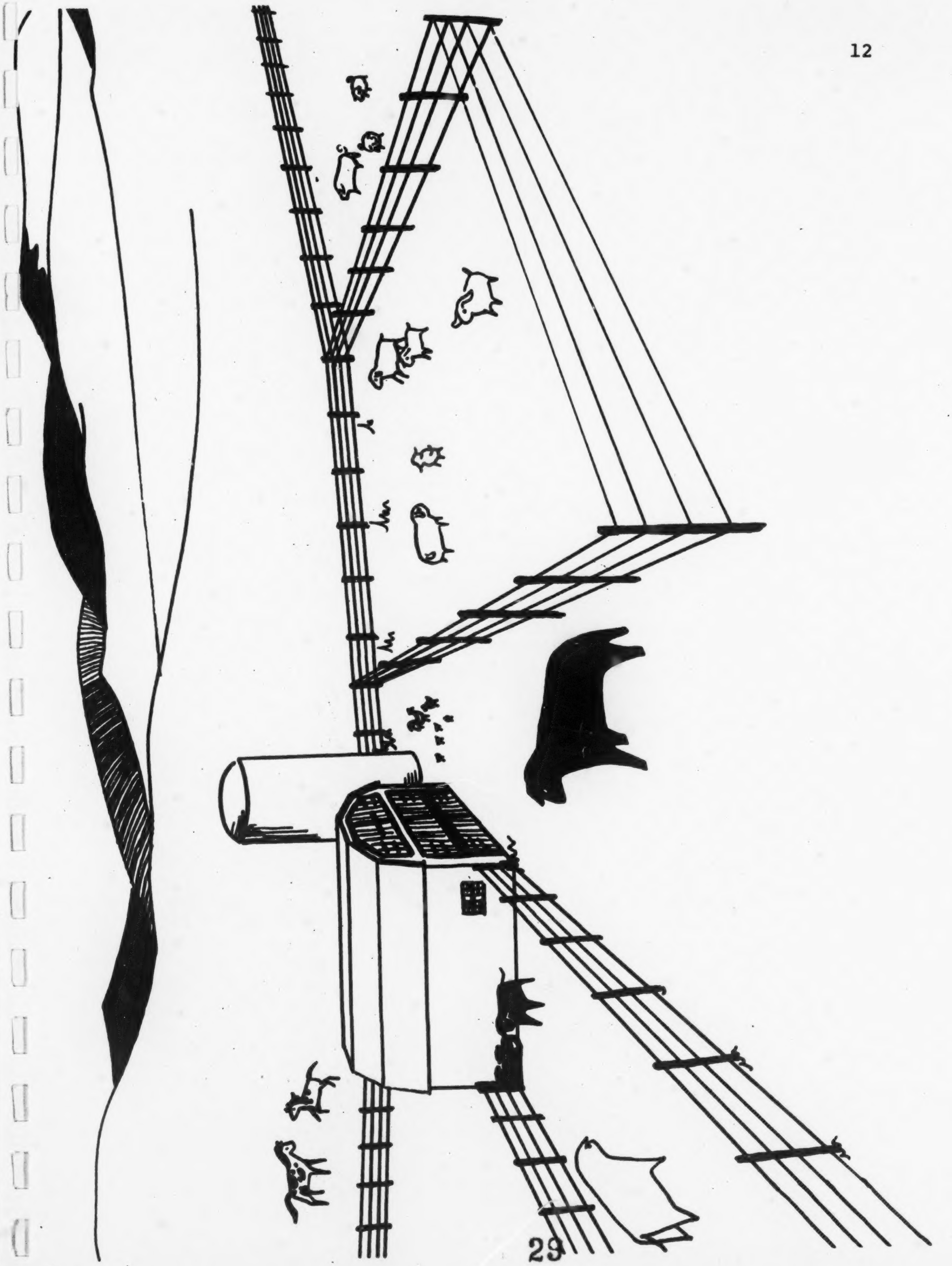
The dog is a farm animal that is quite different from horses and cows. The barn is not usually the dog's home, for he lives in a doghouse. The dog is little (small) while cows and horses are big (large). The farmer gets no food from the dog, but this small animal helps to care for many of the larger farm animals. In towns and cities, dogs are kept as pets. A baby dog is a "puppy" and gets milk from its mother just as calves and colts do from their mothers. The teacher points to the picture of a puppy in the Baby Animals book and asks:

(Teacher) "What is a baby dog?"

The children answer:

(Pupils) "A baby dog is a puppy."

The sound made by dogs is a "Bark" or a "Growl." The many different kinds and appearances of dogs are considered in a group discussion.



Lesson 17

Each child is given page 16 of the Pupil's Book and is asked to point first to the left side of the page and then to the right side of the page. As the pupils are pointing, the teacher asks:

(Teacher) "Which side of the page is this?"

The children answer:

(Pupils) "This is the left (right) side of the page."

Each picture on the page is identified and is discussed. The pupils are given crayons and are asked to draw lines between the two pictures which show the same animal. The teacher discusses each child's work with him individually, encouraging him to describe the differences between the real photographs and the drawn pictures of the animals.

Activity 3

The teacher continues the farm discussion by identifying the pigs shown in the farm picture set. Pigs are littler (smaller) than cows and horses, but they are often bigger (larger) than dogs. They have snouts, hooves, curly tails and triangular-shaped ears. They love to dig their snouts in the ground, searching for food—roots, corn, etc.—while making a grunting noise. Baby pigs are "piglets" and make a sound like "Oink." The teacher points to the picture of a piglet in the Baby Animals book and asks:

(Teacher) "What is a baby pig?"

The children answer:

(Pupils) "A baby pig is a piglet."

Pigs roll in the mud for coolness since they do not sweat as do other animals. People use pork, the meat from a pig, to make pork chops, ham, pork roast, bacon, etc. The pictures in the "Food and Nutrition" set which show the food products derived from pigs are displayed and are discussed.

The general farm scene is shown again and the size of a pig in the foreground of the pen is compared to the size of the pig in the rear of the pen. The group reviews the differences in the apparent sizes, depending on whether the animal is near or is distant. Pointing to each pictured pig in turn, the teacher asks the group:

(Teacher) "Is the pig near you or far away from you?"

The children answer:

Lesson 17

(Pupils) "The pig is near me (far away from me)."

Pigs usually stay in a place enclosed by fences—a pigpen. In the farm pictures, all of the pigs are "in" their pen, but sometimes a pig gets "out" of the pen. The teacher discusses all of the pictured animals and their positions as "in" or "out" of something. The pupils practice using those words.

The book Farmer Barnes Buys a Pig is read and is discussed with the group.

The teacher again leads the children in singing, "Old MacDonald Had a Farm," including in the song the animal names considered in the lesson. Each child is given crayons and a sheet of newsprint to use in making a big picture of one of the animals studied. The teacher discusses the pupils' work with them individually, asking them to identify the animals they are making. As the children finish, they are given scissors to cut out their animals. When all have completed their work, the pupils take turns taping their pictures onto the mural. When each child comes to the front of the room, the teacher asks him:

(Teacher) "What animal lives on the farm?"

The pupil answers, naming his animal:

(Pupil) "A (animal) lives on the farm."

Most animals of the same kind are placed close together and fences are drawn around their pastures or pens, etc. Some may be "out" of the pens.

The teacher reads the book Baby Animals and discusses it with the group, reviewing all the baby animals.

NOTE:

At the teacher's discretion, it may be desirable to ask a child who has a pet dog or a pet pig to bring it at this time. The class will benefit from hearing, watching and touching the animal.

Lesson 17

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The children are led to dramatize horse races. Individual pupils are selected to race as horses and are given appropriate names, such as: Inca Queen, Our Cheri Amour, Jim French, Mr. Pow Wow, Son Ange, Niagara, Triple Bend, Spotted Kid, Eastern Fleet, Twist the Ape, Action Getter, etc. As the racers gallop like horses, the teacher leads the group to identify the individuals who are fast, faster, fastest, slow, slower and slowest. The winner is announced when the race ends. The activity is varied as children are selected to race while dramatizing all the animals studied in the lesson: cow, horse, dog and pig. The teacher encourages the pupils to discuss the possible speeds of the animals and to compare them, determining which would be the slowest and the fastest runners. As the "animals" race, the remaining children discuss the comparative speeds and congratulate the winner. Paper bag masks of each animal can also be made and used when the children race.

2. The class is separated into four small groups. Each group is given the name of one of the animals studied in the lesson: cow, horse, dog or pig. No two groups should have the same number of pupils. The teacher leads the children to count the total number of "animals" in each set and then to determine the groups in which there are many, more, most, few, fewer and fewest "animals." The procedure is repeated several times as the compositions of the sets are varied.

3. The following poems are read and are discussed with the class.

"The Cow"

The friendly cow all red and white,
I love with all my heart:
She gives me cream, with all her might,
To eat with apple-tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

Robert Louis Stevenson

Lesson 17

"The New Baby Calf"

Buttercup, the cow, had a new baby calf,
a fine baby calf,
a strong baby calf,
Not strong like his mother
But strong for a calf,
For this baby calf was so new!

Buttercup licked him with her strong warm tongue,
Buttercup washed him with her strong warm tongue,
Buttercup brushed him with her strong warm tongue,
And the new baby calf liked that!

The new baby calf took a very little walk,
a tiny little walk,
a teeny little walk,
But his long legs wobbled
When he took a little walk,
And the new baby calf fell down.

Buttercup told him with a low soft "Moo-oo!"
That he was doing very well for one so very new
And she talked very gently, as mother cows do,
And the new baby calf liked that!

The new baby calf took another little walk,
a little longer walk,
a little stronger walk,
He walked around his mother and he found the place to drink.
And the new baby calf liked that!

Buttercup told him with another low moo
That drinking milk from mother was a fine thing to do,
That she had lots of milk for him and for the farmer too,
And the new baby calf liked that!

The new baby calf drank milk every day,
His legs grew so strong that he could run and play,
He learned to eat grass and then grain and hay,
And the big baby calf grew fat!

Edith H. Newlin

Lesson 17

"Work Horses"

Big strong work horses working every day,
Big strong work horses pulling loads of hay,
Big strong work horses have no time to play,
    Work!- Work!- Work!- Work!-
Big strong work horses with a wagon full,
Big strong work horses, pull! pull! pull!

Big strong work horses plowing up the ground,
Big strong work horses walking round and round,
Big strong work horses going home to lunch,
Eating oats, eating hay, munch! munch! munch!

Edith H. Newlin

"Vern"

When walking in a tiny rain
Across the vacant lot,
A pup's a good companion—
If a pup you've got.

And when you've had a scold,
And no one loves you very,
And you cannot be merry,
A pup will let you look at him,
And even let you hold
His little wiggly warmness—

And let you snuggle down beside.
Nor mock the tears you have to hide.

Gwendolyn Brooks

"Jippy and Jimmy"

Jippy and Jimmy were two little dogs.
They went to sail on some floating logs;
The logs rolled over, the dogs rolled in,
And they got very wet, for their clothes were thin.

Jippy and Jimmy crept out again.
They said, "The river is full of rain!"
They said, "The water is far from dry!
Ki-hi! ki-hi! ki-hi-yi! ki-hi!"

(Continued on the next page)

Lesson 17

"Jippy and Jimmy" (cont'd)

Jippy and Jimmy went shivering home.
They said, "On the river no more we'll roam;
And we won't go to sail until we learn how,
Bow-wow! bow-wow! bow-wow-wow! bow-wow!"

Laura E. Richards

"My Dog"

His nose is short and scrubby;
    His ears hang rather low;
And he always brings the stick back,
    No matter how far you throw.

He gets spanked rather often
    For things he shouldn't do,
Like lying-on-beds, and barking,
    And eating up shoes when they're new.

He always wants to be going
    Where he isn't supposed to go.
He tracks up the house when it's snowing—
    Oh, puppy, I love you so.

Marchette Chute

4. The pupils are asked to make three-dimensional collages picturing cows, horses, dogs and pigs on the farm. Each child is given a large sheet of newsprint, some white glue, a pair of scissors and a colorful assortment of scraps: cloth, wood shavings, corrugated paper, yarn, buttons, rick-rack, ice cream sticks, etc. The teacher discusses each child's work with him individually, encouraging him to create a story describing his picture.

   As the pupils finish, they are assisted to roll a brayer through thin paint of the color of their choice and then to roll the paint over the top of the collage. A blank sheet of newsprint is pressed on top of the painted collage to make a two-dimensional print of the work. The children take turns describing their pictures to the class.

   If the teacher prefers, the three-dimensional collage items may be added to the farm mural rather than being used to compose individual pictures.

5. As the animals (cow, horse, dog, pig) are studied in the lesson, the class is divided into four groups. Each group is directed to make a large papier-mache' or cardboard box figure of one of the animals. A wire sculpture base is

Lesson 17

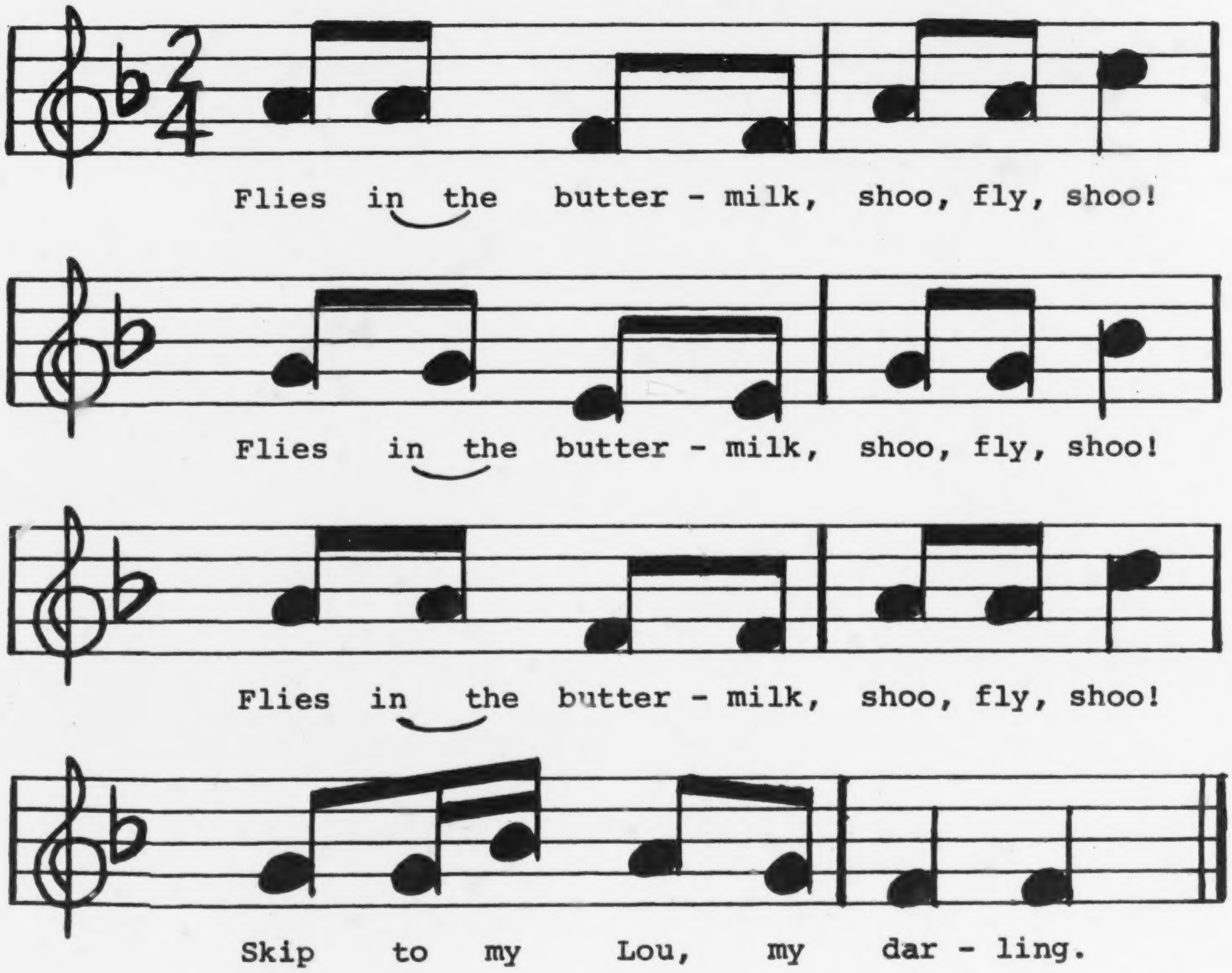
used for the papier-mache' animals. An accumulation of newspaper strips soaked in a flour, salt and water mixture forms the body. When the figure has dried, it is painted by the children as they wish. Large cardboard boxes of various sizes and shapes can also be stapled and taped together to create the large animals. Cylindrical tubes and cartons form the neck, legs and tail; while square boxes compose the head and the torso. The pupils paint the animals upon their completion.

The figures remain in the classroom to become part of a large farm scene made during the entire farm unit.

6. The teacher sings one or several of the following songs, repeating each of them while the children learn the words.

"Skip to My Lou"

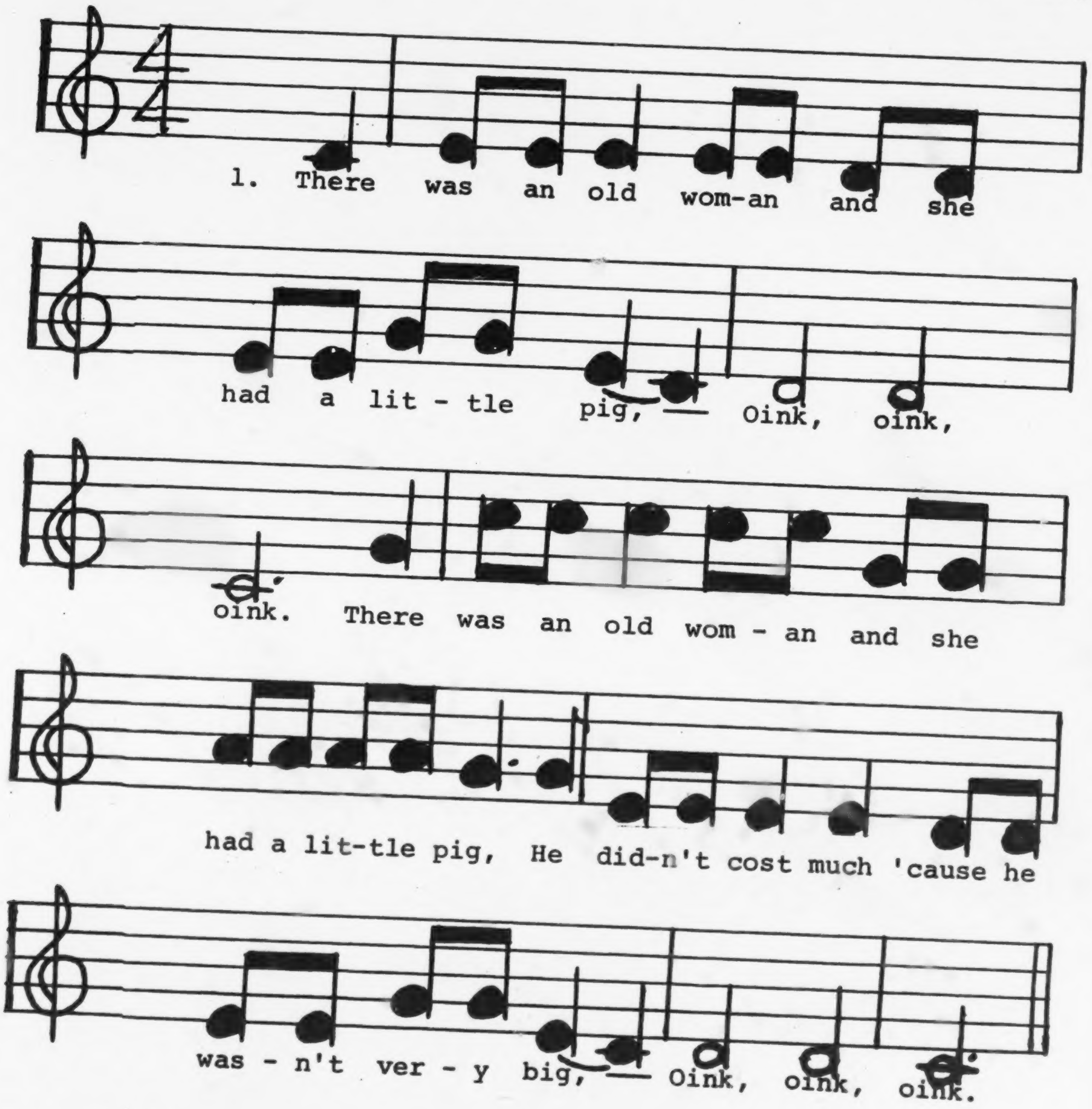
American Singing Game


Flies in the butter - milk, shoo, fly, shoo!
Flies in the butter - milk, shoo, fly, shoo!
Flies in the butter - milk, shoo, fly, shoo!
Skip to my Lou, my dar - ling.

"Old Woman and the Pig"

Arranged by Norman Lloyd

American Folk Song

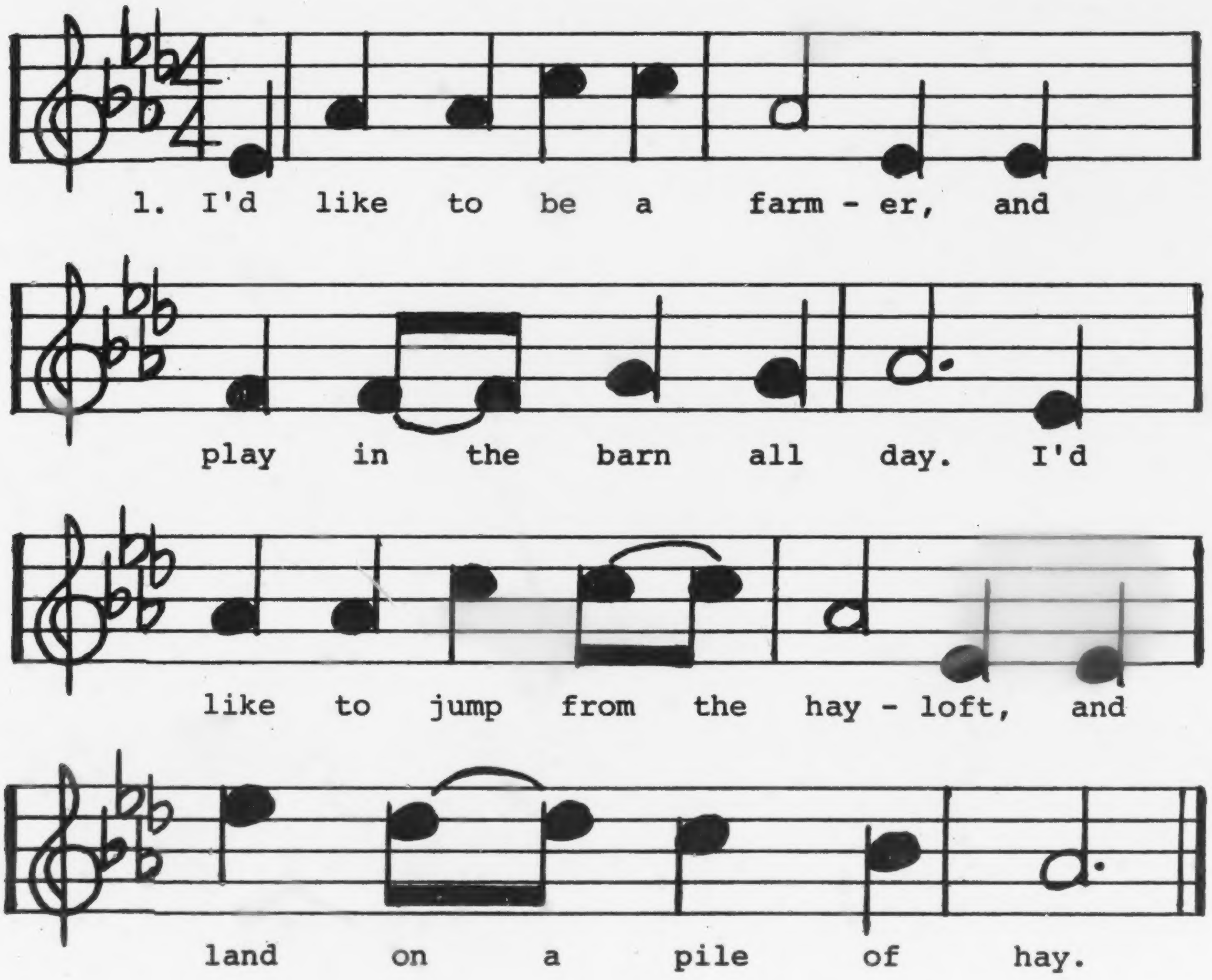

1. There was an old wom-an and she
had a lit - tle pig, — Oink, oink,
oink. There was an old wom - an and she
had a lit-tle pig, He did-n't cost much 'cause he
was - n't ver - y big, — Oink, oink, oink.

2. This little old woman kept the pig in the barn...
The prettiest thing she had on the farm...

Lesson 17

"I'd Like To Be a Farmer"

Louise B. Scott | Lucille F. Wood

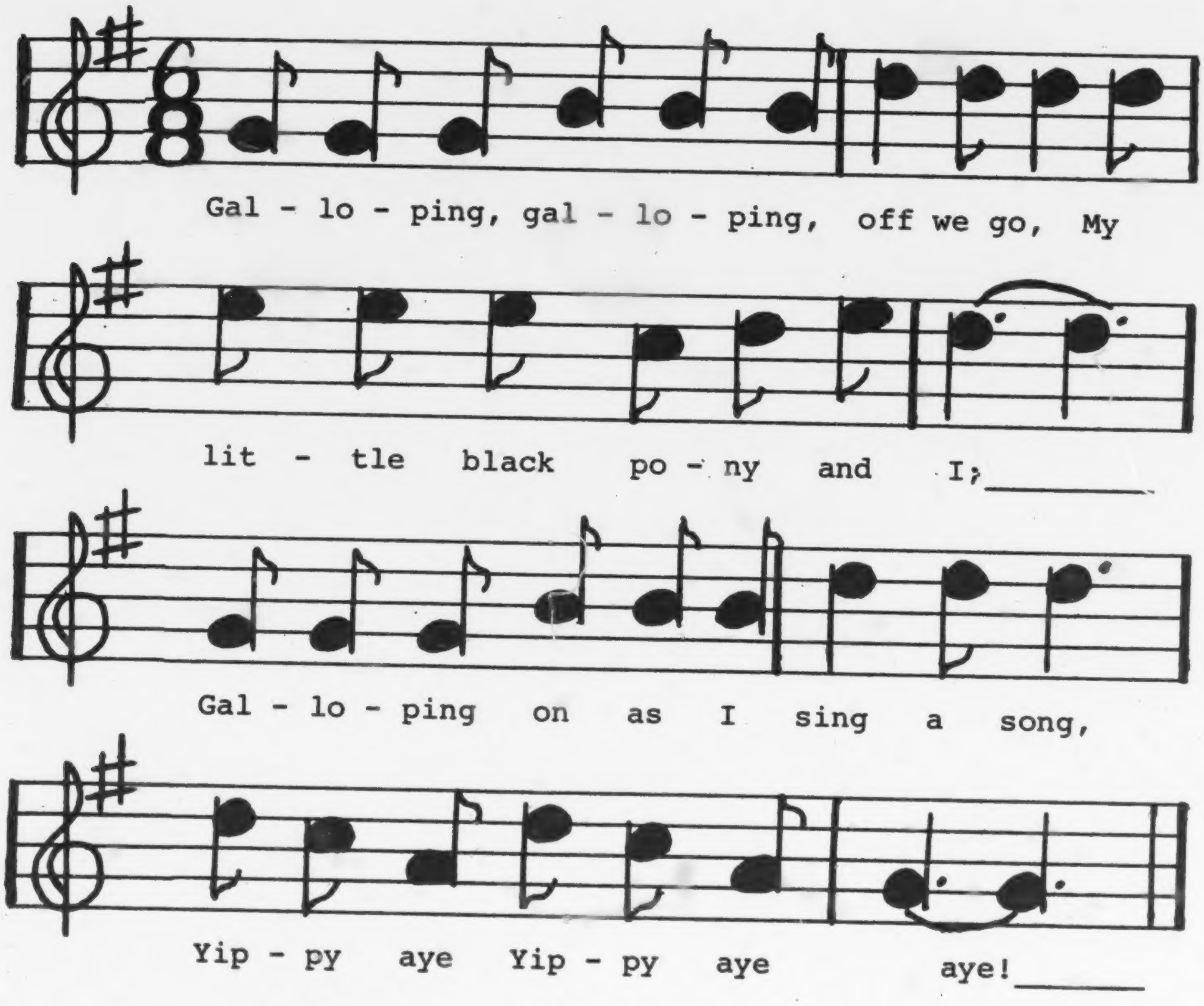

1. I'd like to be a farm - er, and
play in the barn all day. I'd
like to jump from the hay - loft, and
land on a pile of hay.

2. I'd like to be a farmer,
And milk the Jersey cow.
I'd like to drive the tractor.
Will someone show me how?

"My Pony"

Louise B. Scott

Lucille F. Wood


Gal - lo - ping, gal - lo - ping, off we go, My
lit - tle black po - ny and I;
Gal - lo - ping on as I sing a song,
Yip - py aye Yip - py aye aye!

7. One or several of the following books, pictures, records and filmstrips are used in correlation with the concepts studied in the lesson.

Brown Cow Farm by Dahlov Ipcar, Garden City, New York: Doubleday and Company, Inc., 1959.

Mr. Brown Can Moo like a Cow! Can You? by Dr. Seuss and A. S. Geisel, New York: Random House, 1970.

Our Veronica Goes to Petunia's Farm by Roger A. Duvoisin, New York: Alfred A. Knopf, Inc., 1962.

World Full of Horses by Dahlov Ipcar, Garden City, New York: Doubleday and Company, Inc., 1955.

Lesson 17

"On the Farm," New York: The MacMillan Company. (Books and pictures from the "Interrelated Materials" Set)

"The Rural Environment," Englewood Cliffs, New Jersey: Scholastic Magazine. (Picture collection)

"Train to the Farm," New York: Educational Record Sales. (Record)

"The Dairy Farm and the Dairy," Santa Monica, California: BFA Educational Media. (Sound filmstrip set)

"Farmer Don and the City," Los Angeles, California: Bailey Film Associates. (Color film)

Lesson 17

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Cattle
Cows
Calf - Calves
Bull - Bulls
Horses
Colt - Colts
Stallion - Stallions
Mare - Mares
Pigs
Piglet - Piglets
Dogs
Puppy - Puppies
Farm animal
Pet - Pets
Many - More - Most
Few - Fewer - Fewest

Fast - Faster - Fastest
Slow - Slower - Slowest
Win - Winning - Won
Grass
Graze - Grazed
Hoof - Hooves
Muzzle
Ride - Riding - Rode
Dig - Dug
Pull - Pulling - Pulled
Carry - Carried
Pen - Pens
Fence - Fences
In
Out

PROJECT LANGUAGE

LEVEL II

Lesson 18

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a farm picture that includes chickens, ducks, cats, sheep and goats; and asked, "What animal lives on the farm?" each child answers, "A chicken (duck, cat, sheep, goat) lives on the farm."

2. When shown a picture of two sheep and asked, "How many do you see?" each child answers, "I see two sheep."

3. When shown pictures of baby farm animals and asked, "What is a baby chicken (duck, cat, sheep, goat)?" each child answers, "A baby chicken (duck, cat, sheep, goat) is a chick (duckling, kitten, lamb, kid)."

4. When shown a picture of a gray kitten and asked, "What color is the kitten?" each child answers, "The kitten is gray."

5. When shown a picture of a distant pig and asked, "Is the pig near you or far away from you?" each child answers, "The pig is far away from me."

6. When shown a picture of a cow that is near and asked, "Is the cow near you or far away from you?" each child answers, "The cow is near me."

MATERIALS:

The Three Little Pigs, Newark, New Jersey: Peter Pan Records. (Book and record)
"At the Farm" picture set (used previously)
Feathers
Baby Animals (used previously)
"Food and Nutrition" picture set (used previously)
I'll Show You Cats by Ylla, New York: Harper and Row.
9" X 12" Gray construction paper (one sheet for each child)
Crayons (used previously)
Wool
12" X 18" Newsprint (one sheet for each child)
Scissors (used previously)
Scotch tape (used previously)

Lesson 18

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher and the children sing "Old MacDonald Had a Farm," including in the lyrics the following animal names: cow, horse, dog, pig, rooster, hen, chick, duck, cat, sheep and goat. The group reviews the identification of the various animal pictures placed on the farm mural in Lesson 17. Included in the discussion are the names of the baby animals previously studied: calf, colt, puppy and piglet. Each child is given a turn to go to the mural and is asked by the teacher:

(Teacher) "What animal lives on the farm?"

The pupil points to one picture of an animal and identifies it by saying:

(Pupil) "A (cow, horse, dog, pig) lives on the farm."

The record of The Three Little Pigs is played while the accompanying book is shown to the children. The teacher discusses the story with the group, encouraging the pupils to retell the events in the correct sequence. The children take turns enacting various roles as the story is dramatized. No specific dialogues are determined before the dramatization so that the pupils will speak freely during their participation.

The cows and the horses studied in the previous lesson are big (large) animals, while the dogs and the pigs are little (small). An even littler (smaller) and completely different farm animal is the chicken. The pictures from the "At the Farm" set are displayed as the group discusses the members of a chicken family, each of which has a different name and makes a distinctive sound: the father is a "rooster" who "crows," the mother is a "hen" who "clucks," and the baby is a "chick" who "peeps." The babies are hatched from eggs and soon begin to search for corn to eat. The hen guards the chicks under her wings, but she does not feed them milk as do many animal mothers. The soft texture of the fluffy baby chick is compared to that of feathered chickens as well as to that of hairy and furry animals. The children are given feathers to feel and are encouraged to freely describe their texture. The teacher points to a picture of a chick in the Baby Animals book and asks:

(Teacher) "What is a baby chicken?"

The children answer:

Lesson 18

(Pupils) "A baby chicken is a chick."

The class considers the appearances of the various chickens. The comb of a rooster is larger than that of a hen, his feathering is different and he is larger. All chickens have sharp mouths called "beaks." The colors of these animals vary: white, reddish brown, yellow, black and white, etc.

The teacher points in turn to several pictures of chickens and asks:

(Teacher) "Which chicken is it?"

The children answer:

(Pupils) "It is the (rooster, hen, chick)."

As each chicken is identified, the pupils imitate the sound made by that animal.

People eat both the eggs and the meat produced by chickens. The pictures from the "Food and Nutrition" set that show the food products derived from chickens are displayed and are discussed.

In the farm pictures, some of the chickens are "in" the chicken house while others are "out" of the shelter. After considering the two positions with the group, the teacher points in turn to several pictured chickens and asks the pupils:

(Teacher) "Is the chicken in or out of the chicken house?"

The children answer:

(Pupils) "The chicken is in (out of) the chicken house."

Displaying the general farm scene, the teacher compares the size of the chickens in the foreground to the size of those near the barn. Pointing in turn to various chickens, the teacher asks the group:

(Teacher) "Is the chicken near you or far away from you?"

The children practice answering:

(Pupils) "The chicken is near me (far away from me)."

The ducks shown in the farm pictures are similar to chickens: they are small (little) animals, they have feathers, they are various colors, they lay eggs from which the young hatch and their meat and eggs are used by people as food. The baby duck is called a "duckling." The teacher points to a picture of a duckling in the Baby Animals book and asks:

Lesson 18

(Teacher) "What is a baby duck?"

The children answer:

(Pupils) "A baby duck is a duckling."

Ducks can walk and live on land, but they also need to be near water where they can swim and look for food. The oiled feathers and the webbed feet of these animals make them excellent swimmers. Because the legs of a duck are located near his tail in order to facilitate swimming, the bird has a characteristic waddle when he walks on the land. The pupils are instructed to squat with their hands on their hips to imitate a duck's walk. The "ducks" waddle and "quack" around the room.

The discussion of farm animals is continued with the cat—often kept as a pet. The book I'll Show You Cats is read and and is discussed with the group. The cat, a little (small) animal, has fur, paws, claws, a tail and whiskers. It is characterized by a quiet walk, a "Meow" and a "Purr." The babies, "kittens," are born alive from their mothers who provide milk for them to drink. The varying emotions of cats and kittens are very obvious and the pupils will enjoy imitating their moods. A happy cat will purr, rub a human's leg or curl over and over on the floor. An angry cat will arch his back, erect his fur, move his tail furiously and make a "Fittzz" noise. A happy meow might be soft while an angry one might be shrill. A cat stalking live food will silently creep very close to the ground, waving his tail, until the proper moment when he will jump—all four feet outstretched—to catch his prey. The children take turns dramatizing the different cat actions as the group tries to identify them. Free expression is encouraged.

The teacher points to a picture of a kitten in the Baby Animals book and asks:

(Teacher) "What is a baby cat?"

The children answer:

(Pupils) "A baby cat is a kitten."

Cats can have many different colors of fur: gray, white, black, yellow, brown, striped, spotted, etc. Since one of the kittens pictured in the Baby Animals book is gray, the teacher identifies that color by saying:

(Teacher) "The kitten is gray."

All of the gray objects in the room are discussed as well as the various farm animals that can be gray in color. Each child is given crayons and a piece of gray construction paper to use in making a picture of two kittens. The teacher discusses the pupils' work with them individually, asking them to identify the color of the paper and to count the kittens they have pictured. Each child's name is printed on his paper along with a numeral two that represents the pictures of the cats. The sheets are added to the children's Color Books. Referring again to the picture of a gray kitten, the teacher asks:

(Teacher) "What color is the kitten?"

The pupils answer:

(Pupils) "The kitten is gray."

Activity 2

The last two farm animals to be discussed are sheep and goats. Both are sources of wool which is used to make material for clothing. The children consider the woolen clothes that they and their classmates are wearing. The texture of these woolly animals is compared to those of the furry, hairy and feathery farm animals previously studied. A piece of wool is passed around for the children to feel and to describe. Sheep and goats have hooves and often have horns. A baby sheep is called a "lamb" while a baby goat is called a "kid." Sheep meat—mutton and lamb—are popular foods. The pupils imitate the "Baa" sound made by sheep and the "Maa" sound made by goats. The teacher points to a picture of a lamb in the Baby Animals book and then to the picture of a kid, asking:

(Teacher) "What is a baby sheep (goat)?"

The children answer:

(Pupils) "A baby sheep (goat) is a lamb (kid)."

The pupils will enjoy demonstrating the butting action that is typical of goats.

Each child is given crayons and page 17 of the Pupil's Book. The teacher instructs the pupils to point first to the left side and then to the right side of the paper. While the children are pointing, the teacher asks:

(Teacher) "Which side of the page is this?"

The pupils answer:

(Pupils) "This is the left (right) side of the page."

Lesson 18

The teacher identifies the top and the bottom of the page by pointing to each in turn, saying:

(Teacher) "This is the top (bottom) of the page."

The group discusses the identity and the size of each of the pictured animals, determining which is far away and which is near. The pupils are first asked to draw a circle around the duck that is far away from them. The teacher then instructs the children to draw a circle around the sheep that is near them. Discussing each child's work with him individually, the teacher points in turn to the animals, asking:

(Teacher) "Is the duck (sheep) near you or far away from you?"

The child answers:

(Pupil) "The duck (sheep) is near me (far away from me)."

Activity 3

Each child is given crayons and a piece of newsprint to use in making a picture of one of the animals studied in this lesson. The teacher discusses the pupils' work with them individually and asks them to identify the animals they are making. As a child finishes, he is given scissors to cut out his picture.

When all of the pupils have completed their work, each child has a turn to tape his animal onto the farm mural. When the pupil comes to the front of the room, the teacher asks:

(Teacher) "What animal lives on the farm?"

The child answers by naming his animal:

(Pupil) "A (animal) lives on the farm."

All animals of the same kind are placed relatively close together and fences are drawn around their pasture, pen or pond. However, some animals may be "out" of their pens while other are "in," as those two positions are reviewed with the group. The children are led to count the number of animals in each pen or field and to compare the totals. The group determines which pen has the "most" and which has the "fewest" occupants. Various pens are also compared to identify which has "more" and which has "fewer" animals in it. Each child is given a turn to go to the mural to answer the teacher's question:

(Teacher) "Which has more (fewer) animals than the (animal name) pen?"

Lesson 18

The child points to a pen, saying:

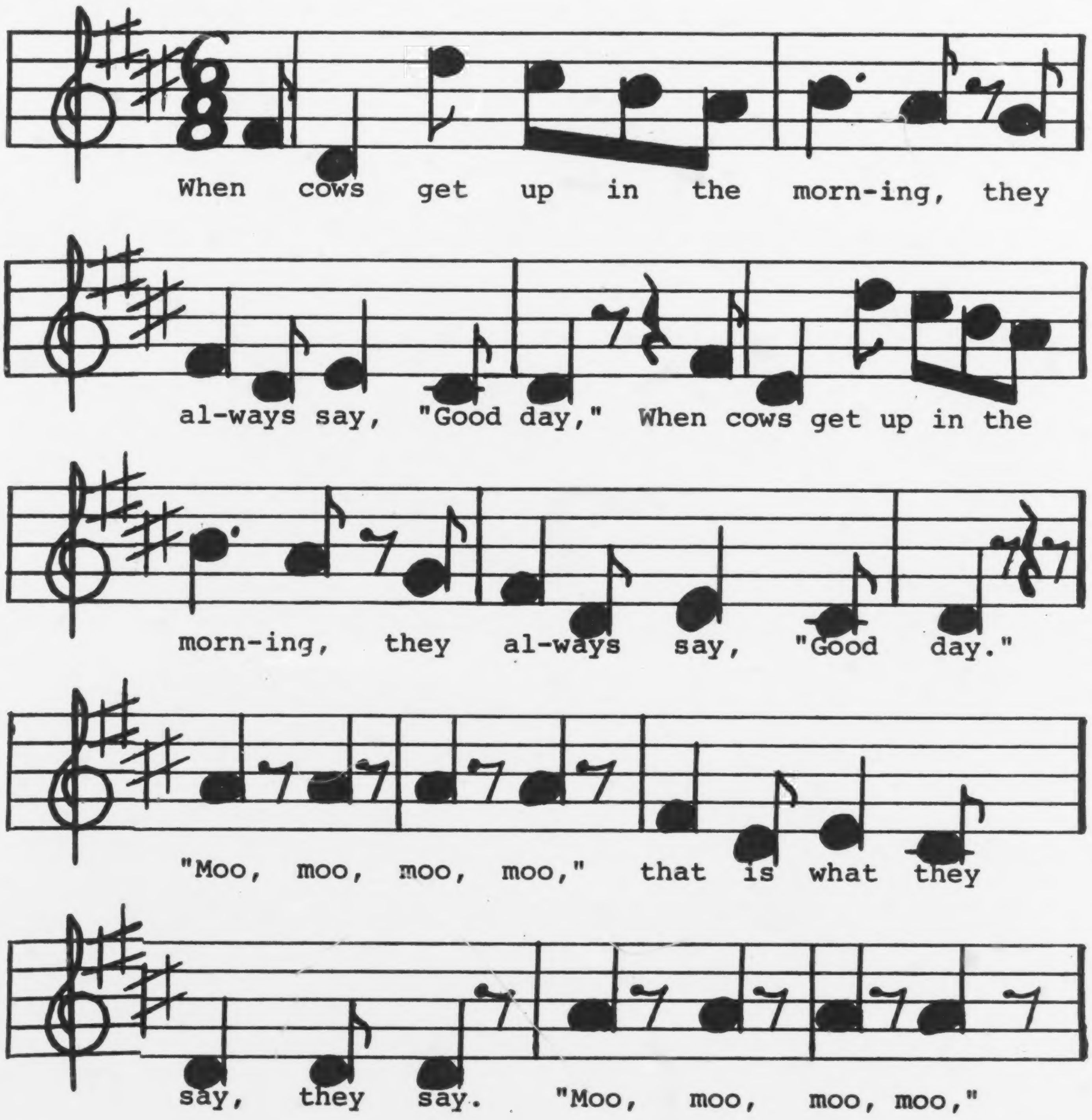
(Pupil) "The (animal name) pen has more (fewer) animals than the (animal name) pen."

The teacher sings the song "Morning on the Farm," repeating it while the children learn the words.

"Morning on the Farm"

Cameron McGraw

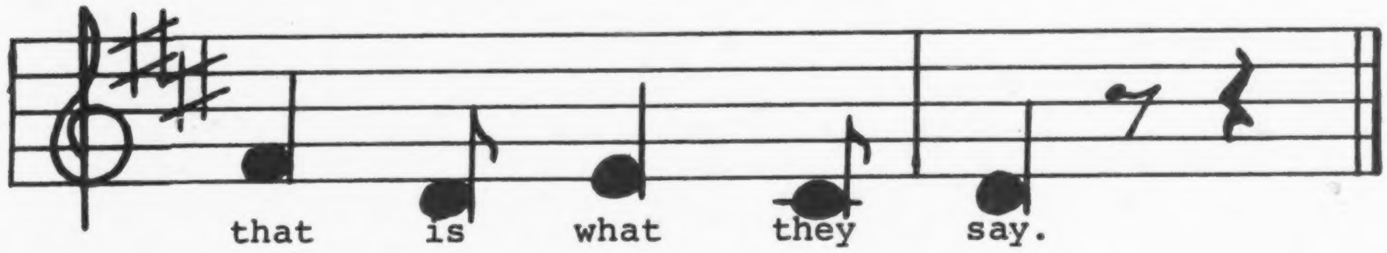
Nursery Song


When cows get up in the morn-ing, they
al-ways say, "Good day," When cows get up in the
morn-ing, they al-ways say, "Good day."
"Moo, moo, moo, moo," that is what they
say, they say. "Moo, moo, moo, moo,"

(Continued on the next page)

Lesson 18

"Morning on the Farm" (cont'd)



2. When horses get up in the morning, etc.
3. When dogs get up in the morning, etc.
4. When pigs get up in the morning, etc.
5. When roosters get up in the morning, etc.
6. When ducks get up in the morning, etc.
7. When sheep get up in the morning, etc.
8. When cats get up in the morning, etc.

Etc.

The children create additional verses concerning farm animals.

Lesson 18

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The book The Little Red Hen is read to the children and is discussed. The pupils are led to retell the story in the proper sequence of events and to dramatize the action.

2. The pupils will enjoy watching eggs hatch in their classroom. Fertilized eggs are placed in a small incubator and are carefully guarded for about twenty-one days. The humidity must be kept constant, the eggs must be rotated and the temperature must be controlled. Classroom incubators are available complete with directions. The new chicks are placed in a large cardboard box from which half of the top has been removed and has been covered with plastic to provide a viewing window. A twenty-watt light bulb is inserted through one end of the box and small cloth pieces are hung from the middle of the top of the box to divide the box into two compartments. The chicks will seek the warmth of the light bulb when they need it. The bottom of the box is covered with sawdust. Prepared chicken feed and water will be sufficient food for the chicks to grow and feather while the pupils observe them.

   The teacher encourages the children to record on a story chart their impressions of each stage of the hatching and the growth of the chicks. At the end of the project, the complete narration is discussed with the group.

3. The teacher leads the pupils to play the game, "Mother Hen." One child is selected to be the "hen" and is instructed to leave the classroom. The remaining children put their heads down and the teacher asks two or three pupils to be "baby chicks." When the "hen" enters the room, she begins clucking to her "chicks." The "chicks" peep in answer. The "hen" must find her "chicks" by following the peeping sounds. All of the pupils keep their heads lowered until the lost "chicks" have been found. The sounds made by "chicks" who are near the "hen" differ from those made by "chicks" who are far away. The distinctive qualities of that variation are discussed by the group.

   One area of the room can be designated as the "chicken house" and the "mother hen" will want to herd her "chicks" to that area. The positions of "in" and "out" are emphasized as the "mother hen" has all or only one "chick" remaining "out" of the pen.

4. Each child is encouraged to tell a story describing his own pet. The teacher records the narration on a sheet of newsprint. The pupil is given the paper and some crayons to use in making a picture of his pet. When all the children

have finished, the pictures are collected and are stapled together to form a book of pets. As the teacher reads the book, each child identifies the page which he created.

5. One or several of the following poems are read and are discussed with the group.

"A Kitten"

He's nothing much but fur
And two round eyes of blue,
He has a giant purr
And a midget mew.

He darts and pats the air,
He starts and cocks his ear,
When there is nothing there
For him to see and hear.

He runs around in rings,
But why we cannot tell;
With sideways leaps he springs
At things invisible—

Then half-way through a leap
His startled eyeballs close,
And he drops off to sleep
With one paw on his nose.

Eleanor Farjeon

"Tiger-Cat Tim"

Timothy Tim was a very small cat
Who looked like a tiger the size of a rat.
There were little black stripes running all over him,
With just enough white on his feet for a trim
On Tiger-Cat Tim.

Timothy Tim had a little pink tongue
That was spoon, comb and washcloth all made into one.
He lapped up his milk, washed and combed all his fur,
And then he sat down in the sunshine to purr,
Full little Tim.

Timothy Tim had a queer little way
Of always pretending at things in his play.
He caught pretend mice in the grass and the sand,
And fought pretend cats when he played with your hand,
Fierce little Tim!

(Continued on the next page)

"Tiger-Cat Tim" (cont'd.)

He drank all his milk, and he grew and he grew.
He ate all his meat and his vegetables, too.
He grew very big and he grew very fat,
And now he's a lazy old, sleepy old cat,
Timothy Tim!

Edith H. Newlin

"Chanticleer"

High and proud on the barnyard fence
Walks rooster in the morning.
He shakes his comb, he shakes his tail
And gives his daily warning.

"Get up, you lazy boys and girls,
It's time you should be dressing!"
I wonder if he keeps a clock,
Or if he's only guessing.

John Farrar

"Baby Chick"

Peck

peck

peck

on the warm brown egg.
OUT comes a neck.
OUT comes a leg.

How

does

a chick,

who's not been about,
discover the trick
of how to get out?

Aileen Fisher

"I Held a Lamb"

One day when I went visiting,
A little lamb was there,
I picked it up and held it tight,
It didn't seem to care.
Its wool was soft and felt so warm—
Like sunlight on the sand,
And when I gently put it down
It licked me on the hand.

Kim Worthington

"Regents Park"

What makes the ducks in the pond,
  I wonder, go
Suddenly under?

Down they go in the neatest way;
You'd be surprised at the time
  they stay,
You stand on the bank and you wait
  and stare,
Trying to think what they do
  down there;
And, just as you're feeling
  anxious, then
Suddenly up they come again,
Ever so far from where you guessed,
Dry and tidy and self-possessed.

What is it makes the duck, I
  wonder, go
Suddenly under?

Rose Fyleman

"Ducks' Ditty"

All along the backwater,
Through the rushes tall,
Ducks are a-dabbling,
Up tails all!

Ducks' tails, drakes' tails,
Yellow feet a-quiver,
Yellow bills all out of sight
Busy in the river!

(Continued on the next page)

Lesson 18

"Ducks' Ditty" (cont'd.)

Slushy green undergrowth
Where the roach swim—
Here we keep our larder,
Cool and full and dim.

Everyone for what he likes!
We like to be
Heads down, tails up,
Dabbling free!

High in the blue above
Swifts whirl and call—
We are down a-dabbling
Up tails all!

Kenneth Grahame

"The Little Kittens"

"Where are you going, my little kittens?"
"We are going to town to get us some mittens."
"What! Mittens for kittens!
Do kittens wear mittens?
Who ever saw little kittens with mittens?"

"Where are you going, my little cat?"
"I am going to town to get me a hat."
"What! A hat for a cat!
A cat get a hat!
Who ever saw a cat with a hat?"

"Where are you going, my little pig?"
"I am going to town to get me a wig."
"What! A wig for a pig!
A pig in a wig!
Who ever saw a pig in a wig?"

Eliza Lee Follen

6. Large paper sacks are used to make farm animal masks. Each child is given a sack, scissors, colored construction paper, crayons and glue. On the front of the sack, the pupil makes the face of one of the animals studied in Lessons 17 and 18. An emphasis is placed on all of the facial features to be included: ears, eyes, nose, mouth, etc. Each child's work is discussed with him individually. The teacher assists the pupils in cutting holes for the eyes and the mouth.

When all the masks have been completed, each child stands in front of the class and identifies the animal that his work represents. The children are led to create a drama utilizing all of the animal masks that were made. The teacher records the narration and encourages the children to participate freely.

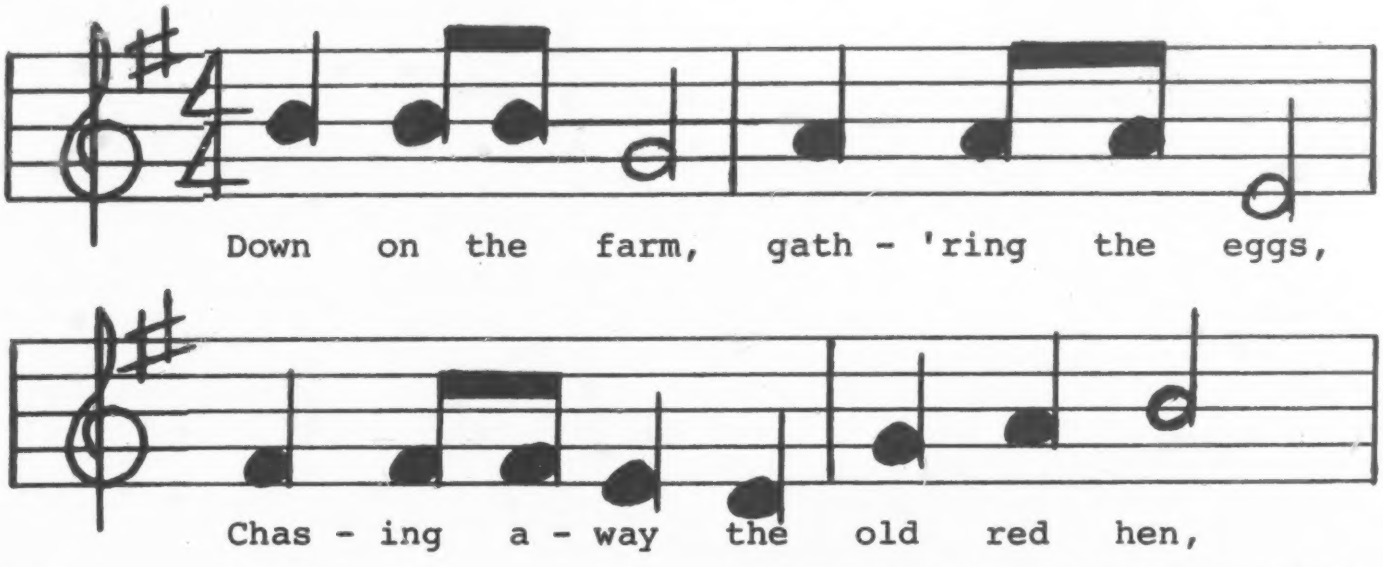
7. Small wood scraps are collected and are used to make animal sculptures. Each child selects the pieces he wants to use in forming the figure of one of the farm animals studied in the lesson. White glue is used to connect the pieces (the teacher may wish to nail the wood scraps together). The pupils use brightly colored tempera paints to make their animals the colors they choose. When the figures have dried, bits of fur, cloth, yarn, etc. are attached to the sculptures to represent hair, distinguishing features, texture, etc. Each child describes his work to the class. The animals are combined to form a set of farm animals for a creative display.

8. Papier-mache' or cardboard box representations of the animals studied in this lesson are made according to the directions given in the Supplemental Activities of Lesson 17. The animals from both lessons are combined and are placed in stick pens, in a cardboard box, in houses or in imaginary fields. The group discusses and reviews the characteristics and the care of each animal.

9. The teacher sings one or several of the following songs, repeating each of them while the children learn the words.

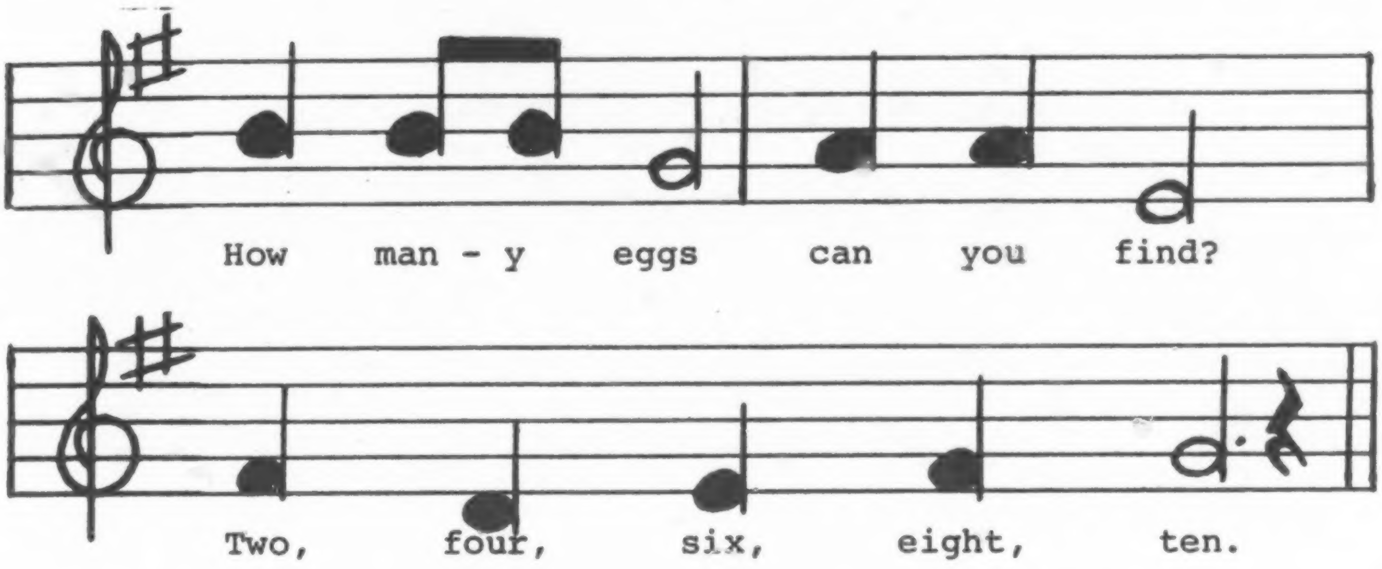
"Gath'ring the Eggs"

Lucille F. Wood Lucille F. Wood


Down on the farm, gath - 'ring the eggs,
Chas - ing a - way the old red hen,

(Continued on the next page)

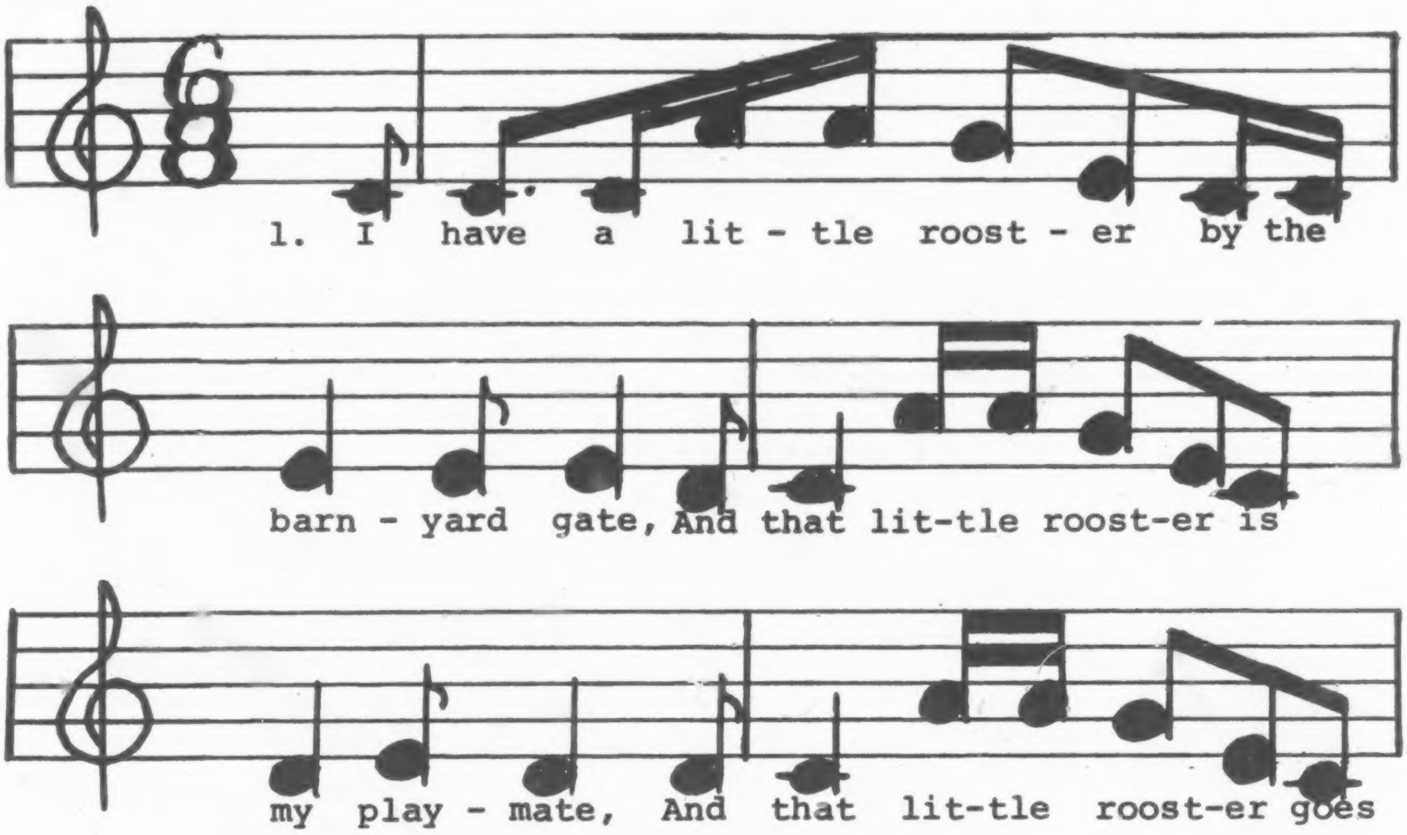
"Gath'ring the Eggs" (Cont'd.)



"Barnyard Family"

Arranged by Norman Lloyd

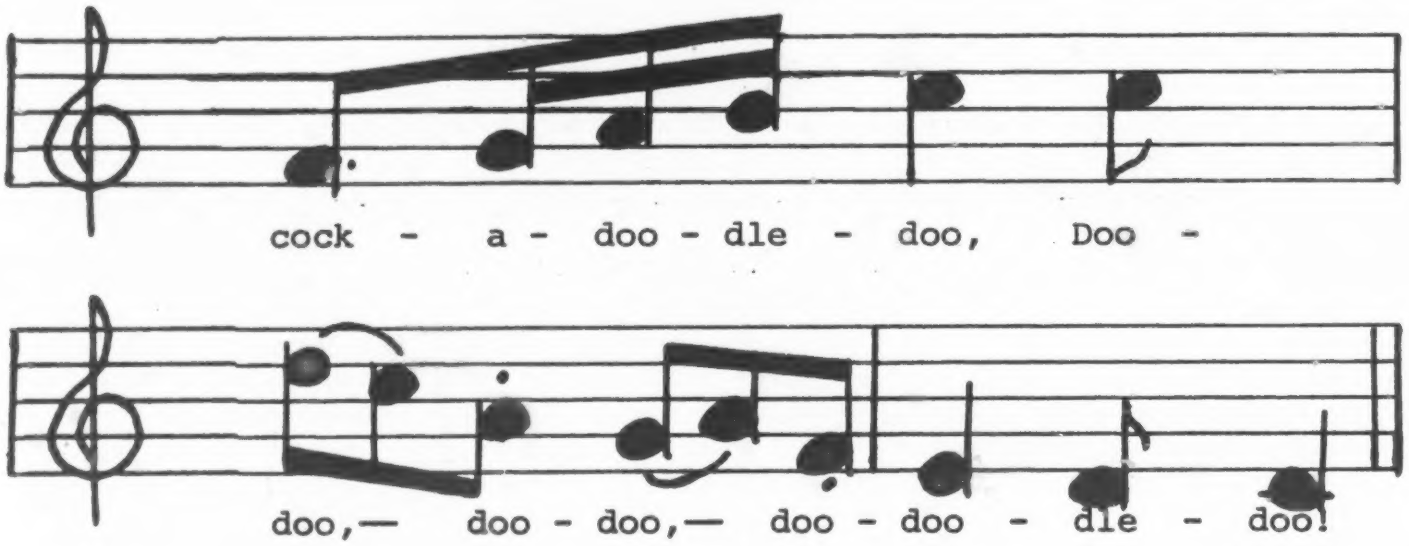
American Folk Song


1. I have a lit - tle roost - er by the
barn - yard gate, And that lit-tle roost-er is
my play - mate, And that lit-tle roost-er goes

(Continued on the next page)

Lesson 18

"Barnyard Family" (cont'd.)

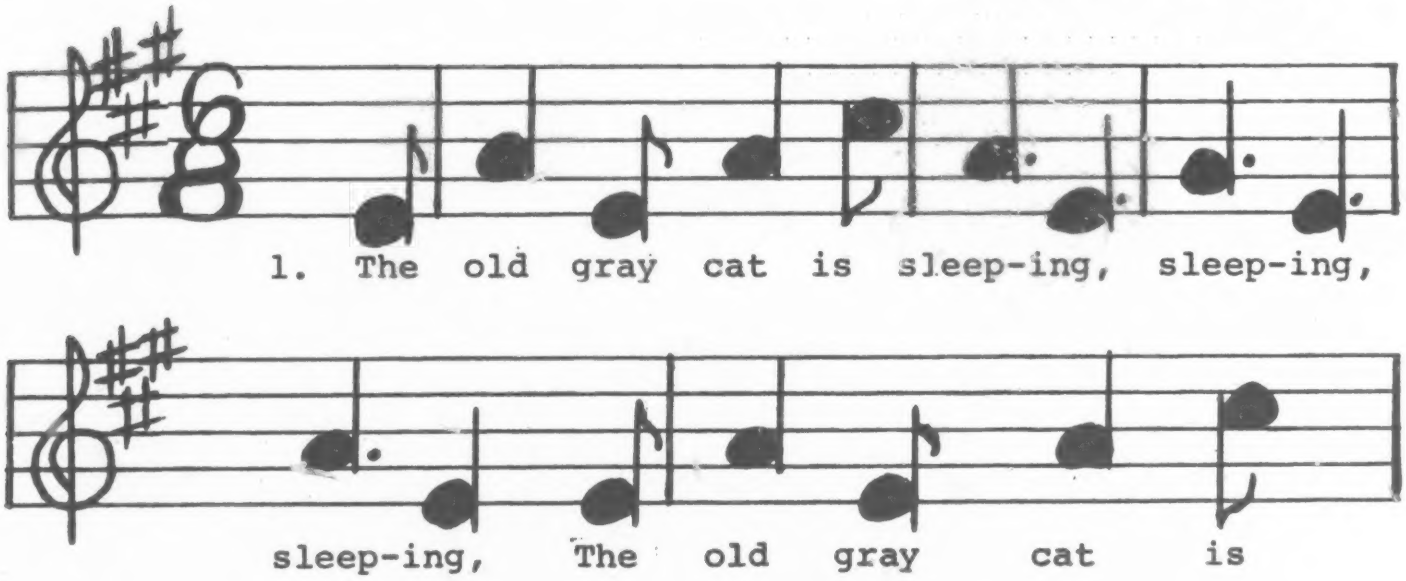

cock - a - doo - dle - doo, Doo -
doo,— doo - doo,— doo - doo - dle - doo!

2. I have a little hen by the barnyard gate,
And that little hen is my playmate,
And that little hen goes cluck-a-cluck-a-cluck,
Cluck-cluck, cluck-cluck, cluck-cluck-a-cluck.

3. I have a little duck by the barnyard gate,
And that little duck is my playmate,
And that little duck goes quack-a-quack-a-quack.
Quack-quack, quack-quack, quack-quack-a-quack.

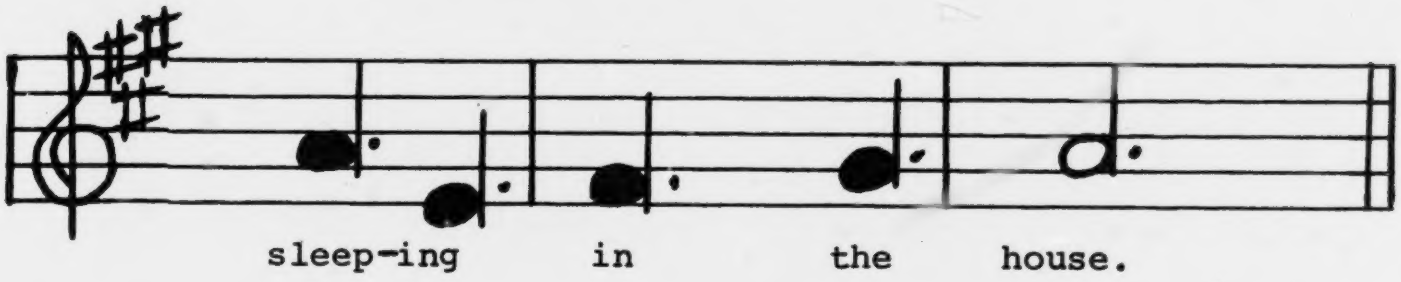
"The Old Gray Cat"

Alabama Folk Song


1. The old gray cat is sleep-ing, sleep-ing,
sleep-ing, The old gray cat is

(Continued on the next page)

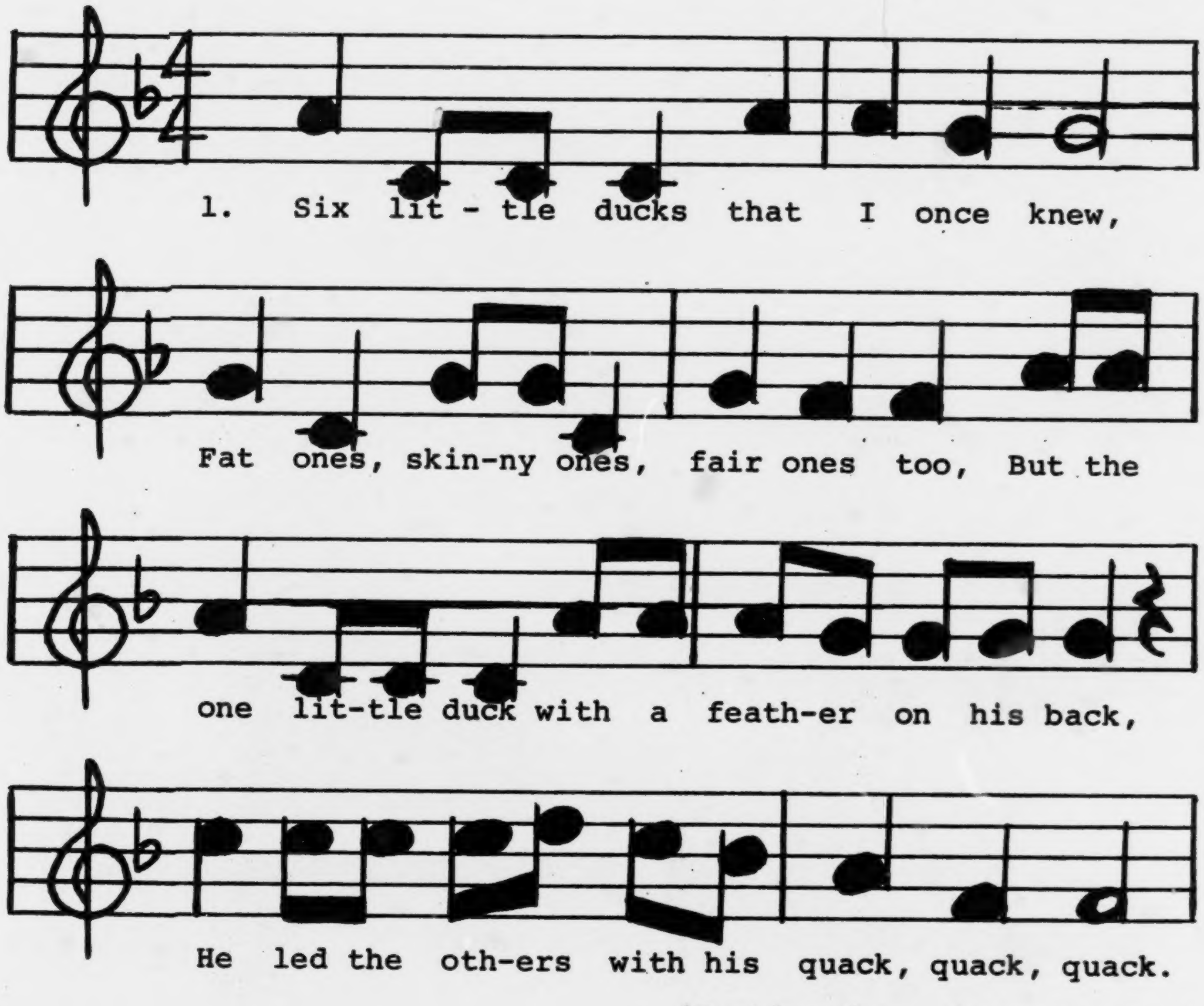
"The Old Gray Cat" (cont'd.)



2. The little mice are creeping through the house.
3. The old gray cat is waking in the house.
4. The little mice are running through the house.

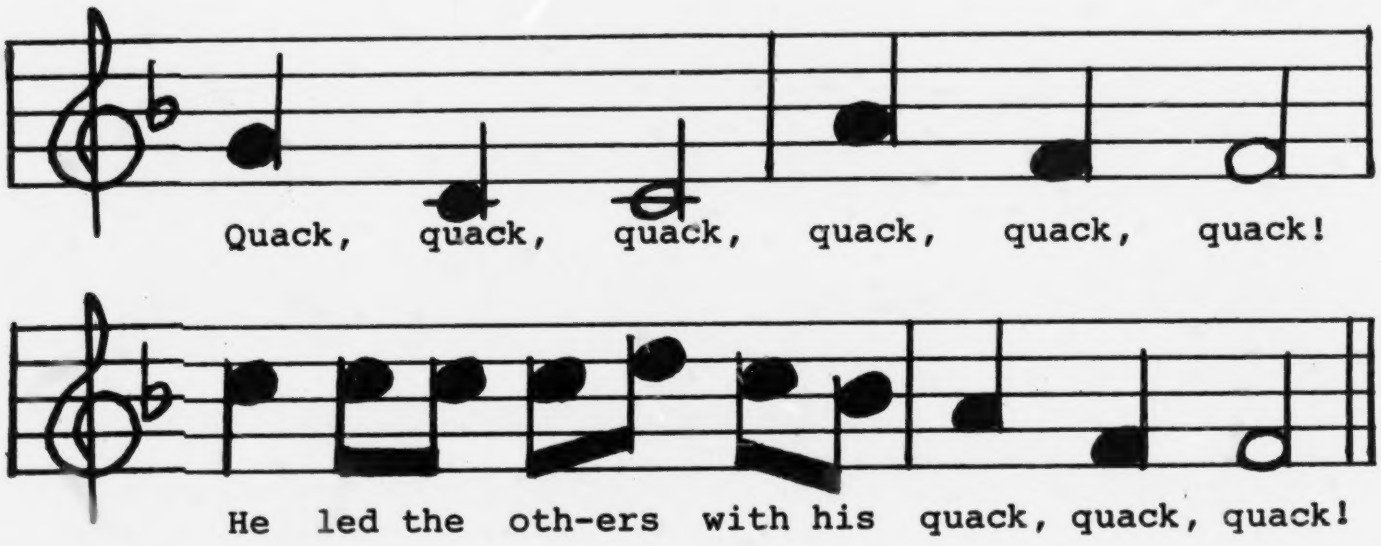
"Six Little Ducks"

American Song


1. Six lit - tle ducks that I once knew,
Fat ones, skin-ny ones, fair ones too, But the
one lit-tle duck with a feath-er on his back,
He led the oth-ers with his quack, quack, quack.

(Continued on the next page)

"Six Little Ducks" (cont'd)


Quack, quack, quack, quack, quack, quack!
He led the oth-ers with his quack, quack, quack!

2. Down to the river they would go,
Wibble, wobble, wibble, wobble, to and fro,...

3. Home from the river they would come,
Wibble, wobble, wibble, wobble, ho-hum-hum!...

10. One or several of the following books, records and filmstrips are used in correlation with the concepts studied in the lesson.

Angus and the Cat by Marjorie Flack, New York: Doubleday and Company, Inc., 1931.

Don't Count Your Chicks by Ingri Aulaire, Garden City, New York: Doubleday and Company, Inc., 1943.

The Fox Went Out on a Chilly Night by Peter Spier, Garden City, New York: Doubleday and Company, Inc., 1961.

The Little Brown Hen by Patricia Miles Martin, New York: Thomas Y. Crowell Company, 1960.

Momo's Kitten by Mitsu Yashima, New York: The Viking Press, 1961.

Red Bantam by Louise Fatio, New York: McGraw-Hill, Inc., 1963.

Timid Timothy, the Kitten Who Learned To Be Brave by Gweneira M. Williams, Reading, Massachusetts: Young Scott Books, 1944.

Lesson 18

Quack, Quack! by Berta Hader, New York: The MacMillan Company, 1961.

Little Red Hen, New York: Educational Record Sales. (Record, book and filmstrip set)

Three Billy Goats Gruff, New York: Educational Record Sales. (Record, book and filmstrip set)

"One-to-One Correspondence," Santa Monica, California: BFA Educational Media. (8mm Filmstrip)

Lesson 18

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Chicken - Chickens
Rooster - Roosters
Hen - Hens
Chick - Chicks
Feather - Feathers
Beak - Beaks
Crow - Crowed
Cluck - Clucked
Peep - Peeped
Wing - Wings
Fly - Flying - Flew
Bill - Bills
Egg - Eggs
Hatch - Hatched
Duck - Ducks
Duckling - Ducklings
Webbed Feet
Waddle - Waddled
Quack - Quacked

Swim - Swimming - Swam
Dive - Diving - Dived
Sheep - Sheep
Lamb - Lambs
Wool
Mutton
Goat - Goats
Kid - Kids
Butt - Butting - Butted
Horn - Horns
Cat - Cats
Kitten - Kittens
Claw - Claws
Paw - Paws
Tail - Tails
Fur
Purr - Purring - Purred
Meow

PROJECT LANGUAGE

LEVEL II

Lesson 19

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a seed and asked, "What does a seed do?" each child answers, "A seed grows into a plant."

2. When shown a rock and asked, "Will it grow?" each child answers, "No, it will not grow."

3. When shown a seed and asked, "Will it grow?" each child answers, "Yes, it will grow."

4. When shown a picture of a tractor and asked, "What is this?" each child answers, "That is a tractor."

MATERIALS:

The Tomten by Astrid Lindgren, New York: Coward-McCann, Inc., 1968.
Tape recorder (used previously)
Recording tape (used previously)
Beans
Blotter paper
Clear drinking glass
"At the Farm" picture set (used previously)
Crayons (used previously)
Sets of seeds and assorted objects (one for every two children)
  Each set contains:
    One bean
    One corn kernel
    One pebble
    One stick
    One button
    One peanut
"Food and Nutrition" picture set (used previously)
Magazines (used previously)
Scissors (used previously)
White paste (used previously)
12" X 18" Newsprint (one sheet for each child)
Cream (one pint)
Plastic jar
Plastic bowl
Popcorn
Popcorn popper

Lesson 19

Salt (used previously)
Wake Up, Farm! by Alvin Tresselt, New York: Lothrop, Lee and Shepard Company, 1955.

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The book The Tomten is read and is discussed with the children. The animal pictures placed on the farm mural in the two previous lessons are reviewed and are compared to the animals included in the book. Pointing in turn to each kind of animal pictured on the mural, the teacher asks:

(Teacher) "What animal lives on the farm?"

The children answer:

(Pupils) "The (animal) lives on the farm."

The teacher leads the group to discuss all of the farm animal sounds and to compare them in terms of pitch and volume. The words "high," "low," "loud," "soft" and their comparatives are emphasized. Each child is given a turn to go to the microphone of the tape recorder to imitate the sound of one of the farm animals that was previously studied. When all the pupils have performed, the tape is replayed and the group identifies the animal that would make each of the sounds. The teacher asks:

(Teacher) "Which animal do you hear?"

The children respond:

(Pupils) "I hear a (animal)."

In relation to the role of the farmer in raising crops, the class discusses the food that is needed by all of the animals. The farmer uses a tractor and various kinds of machinery to prepare the ground for the seeds from which the plants grow. Displaying a seed, the teacher identifies it by saying:

(Teacher) "This is a seed. It will grow into a plant."

The teacher cuts in half lengthwise three or four lima beans that have soaked in water overnight. The children are led to discover inside the seed the tiny plant surrounded by the food it will use until it is big enough to make its own food. When the farmer plants seeds, he places them in holes in the ground where they will be warm and where they will have air and water. From this location, the seed grows into a tall plant.

A piece of blotter paper (four inches wide) is placed around the inside of a clear drinking glass. Pre-soaked bean seeds and corn kernels are firmly lodged between the paper and the glass so that they are visible from the outside. A small amount of water is poured into the bottom of the glass to be absorbed gradually by the blotter paper. If the glass is placed in a dark, warm place; the seed will sprout in a few days because it has access to air, water and warmth. Each day the pupils examine the experiment to see that the little plant inside the seed sends its roots downward to drink water and its stem and leaves upward to find air and sunshine.

The farmer plants big fields of seeds (shown in the farm picture set) and harvests them when the plants are fully grown. The growth of the farm crops occurs in a manner identical to that in the experiment witnessed by the pupils. The farmer utilizes many different machines in growing large quantities of plants. The picture of machinery included in the "At the Farm" set is displayed and is discussed. The teacher identifies the tractor, saying:

(Teacher) "This is a tractor."

After considering the many uses of this machine, the teacher asks:

(Teacher) "What is this?"

The pupils repeat the identification:

(Pupils) "That is a tractor."

Some of the crops; such as hay, corn, oats, wheat, etc.; that are grown on the farm are used as food for the farm animals and are stored in grain bins or in the "loft" of the barn. Other plants raised by the farmer are used as food for his family or are taken to the grocery stores in town.

With the help of the pupils, the teacher draws fences around fields on the farm mural and uses crayons to show various crops growing: corn for the pigs, ducks, chickens; hay and grass for the cows, horses, sheep and goats; wheat for the farmer's family; etc.

The teacher again holds up a seed, asking:

Lesson 19

(Teacher) "What is it?"

The children answer:

(Pupils) "It is a seed."

After reviewing the structure and the purpose of seeds, the teacher asks:

(Teacher) "What does a seed do?"

The children are led to answer:

(Pupils) "A seed grows into a plant."

A variety of objects are displayed, for example: a marble, a button, a pencil, a piece of chalk, an eraser, a shoe, etc. After a brief discussion determining whether or not the items will grow and why, the teacher points in turn to each object and asks:

(Teacher) "Will it grow?"

The children answer:

(Pupils) "Yes, it will grow." or "No, it will not grow."

The pupils are placed in groups of two. Each pair of children is given a set of objects that includes seeds and a variety of other items. The pupils in each group are instructed to divide the objects into two sets: one set of seeds which will grow and another set of items which will not grow. The teacher discusses their work individually with the pairs of children, pointing to several items in the sets and asking:

(Teacher) "Will it grow?"

The two children take turns answering:

(Pupils) "Yes, it will grow." or "No, it will not grow."

Activity 2

The group discusses the seeds planted by the farmer to grow food for himself and for people living in the city. At times, the seeds themselves are eaten as food. For example; people eat the seeds of corn, beans, nuts and wheat (in bread) while animals eat the seeds of corn, oats, barley, etc. The teacher leads the pupils to discuss the plants and the fruits (all of which come from seeds) that they eat: lettuce, celery, asparagus, spinach, apples, oranges, etc. Other food products come from the animals on the farm: meats, eggs, milk products, etc.

Lesson 19

Sometimes a farmer raises only one kind of food on his farm, such as: oranges, apples, etc. These fields of fruit are called "orchards." Other farms are poultry farms and have only chickens producing meat and eggs. Ice cream, cheese, buttermilk, butter, etc. are made from the milk of cows raised on dairy farms.

Children's bodies need to have a balanced diet of the farm foods previously mentioned. Good meals for farm, country, town or city children include a variety of foods. However, it is important to eat some meat, vegetables, fruit, bread and dairy products each day. The "Food and Nutrition" pictures are displayed and are discussed as the pupils learn about the foods which make them healthy.

Each child is given a magazine and a pair of scissors. The pupils are instructed to find pictures of three different foods that would combine to make a good meal. When a child has found the pictures, the teacher discusses them with him and asks him to describe why he chose those particular food items. Each pupil is given paste and a sheet of newsprint. The child pastes his "meal" on the paper as he wishes. The children are encouraged to compare their "meals" with those of their classmates, discussing the differences between healthful and non-healthful eating habits.

Activity 3

The teacher pours a pint of cream, which is at room temperature, into a plastic jar and explains to the children that butter is made from milk that contains cream. Each child is given a turn to shake the bottle ten times while the group counts with him. (The teacher needs to shake the cream for five to ten minutes before the class period.) The children are encouraged to describe the sound of the cream being shaken. When the butter has formed in the jar, the buttermilk is drained off of it and it is placed in a bowl.

Each child is given a popcorn kernel—a seed—to examine. The teacher asks the group:

(Teacher) "Will it grow?"

The pupils answer:

(Pupils) "Yes, it will grow."

The teacher leads a discussion of the popcorn, how it is cooked and how it tastes. A popcorn popper is used to make some for the children to eat. Groups of five children take turns standing around the popper to watch the white, inside portions of the kernels expand and suddenly become visible. The teacher encourages the pupils to describe the sounds and the smells made by the popping corn. When all of the children have watched the process, some of the butter is added to the corn along with some salt. Each child is given popcorn when he holds out either his right or his left hand as the teacher directs. The pupils are led to describe the taste of the popcorn and the butter. Both of the foods originate on the farm, are packaged in the city and are eaten by everyone.

The children are instructed to pretend that they are kernels of popcorn in a hot pan. While the teacher claps a popping rhythm, the pupils burst into white "flowers."

The book Wake Up, Farm! is read and all of the aspects of farm life and activity are reviewed.

NOTE:

The farm topics of the past lessons will become more meaningful to the children if a field trip to a farm can be arranged. Seeing, feeling, smelling and hearing the real animals is a valuable experience. The arrangement of fields, buildings and animals will become more clear to the children as they personally view it.

When the pupils return to the classroom after their trip, they will enjoy painting a picture of their exciting adventure.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. Each child is given crayons and a sheet of newsprint. The teacher instructs the group to make pictures of machines used on the farm. The teacher discusses each child's work with him individually while encouraging him to speak freely. The machines are cut out and are added to the farm mural made in the lesson.

2. The teacher divides the class into four small groups. Each section is given an assortment of seeds which contains two each of several kinds of seeds. The pupils examine and discuss the appearance of each of the seeds. After considering all of the items, the teacher instructs the children to place the seeds in the centers of their groups. At a "Go!" signal, the pupils in each group match the seeds that are alike. The first section of children to complete the matching of all of their seeds becomes the winner. The teacher leads a discussion of seeds which look alike and seeds which look different.

3. The teacher fills with dirt a large cardboard or wooden box. As the group discusses the appearances of various kinds of seeds, one of each type is planted to form a "garden." Several kinds of flower seeds should be planted along with vegetable seeds and nuts. The shells of the nuts need to be cracked before they are planted. The children share the responsibility of watering the seeds and caring for the young plants. Each child is given a small milk carton (the top portion should be removed) to fill with dirt. The pupil selects the kind of seed he wishes to plant in his own "garden."

   As the small plants grow, the pupils are encouraged to write a story of their experiences while caring for a "garden." The children take turns composing the narrative which the teacher records on a story chart. Each day the pupils will have new observations for the teacher to record in the story. When the plants have flowered and produced vegetables, etc., the children complete their story. Each pupil is given crayons and a large sheet of newsprint to use in making a picture of the growth of the plants. The pictures are combined with the narrative and the completed book is read to the class. Each child is asked to describe his picture. The pupils will enjoy taking their individual "gardens" home with them.

4. As the pupils study meal planning, the teacher leads a discussion of table setting. The children learn to identify plates, bowls, glasses, cups, forks, knives, spoons, etc. The use of each dish and utensil is discussed in relation to the various kinds of foods. Using play dishes and silverware, the pupils practice setting a table. When the children have learned the procedure, each child is given a turn to set a place which would correspond to the meal he planned in the lesson. The pupil is encouraged to describe his work to the class.

Lesson 19

5. One or several of the following poems are read and are discussed with the class.

"The Family" (German)

Widdy-widdy-wurkey
Is the name of my turkey;
There-and-back again
Is the name of my hen;
Waggle-tail-loose
Is the name of my goose;
Widdy-widdy-wurkey
Is the name of my turkey.

Widdy-widdy-wurkey
Is the name of my turkey;
Quackery-quack
Is the name of my duck;
Grummelty-grig
Is the name of my pig;
Widdy-widdy-wurkey
Is the name of my turkey.

Widdy-widdy-wurkey
Is the name of my turkey;
Tinker-Tog
Is the name of my dog;
Velvety-pat
Is the name of my cat;
Widdy-widdy-wurkey
Is the name of my turkey.

Widdy-widdy-wurkey
Is the name of my turkey;
Fiery-speed
Is the name of my steed;
Run-of-the-house
Is the name of my mouse;
Widdy-widdy-wurkey
Is the name of my turkey.

Widdy-widdy-wurkey
Is the name of my turkey;
Very-well-done
Is the name of my son;
Dearer-than-life
Is the name of my wife;
Widdy-widdy-wurkey
Is the name of my turkey.

And now you know my familee
And all that does belong to me.

Translated by Rose Fyleman

Lesson 19

"A Popcorn Song"

Sing a song of popcorn
   When the snowstorms rage;
Fifty little brown men
   Put into a cage.
Shake them till they laugh and leap
   Crowding to the top;
Watch them burst their little coats—
   Pop!! Pop!! Pop!!

Sing a song of popcorn
   In the firelight;
Fifty little fairies
   Robed in fleecy white.
Through the shining wires see
   How they skip and prance
To the music of the flame;
   Dance!! Dance!! Dance!!

Sing a song of popcorn;
   Done the frolicking;
Fifty little fairies
   Strung upon a string.
Cool and happy, hand in hand,
   Sugar-spangled, fair;
Isn't that a necklace fit
   For any child to wear?

Nancy Byrd Turner

(This can be sung to the tune of "Sing a Song of Sixpence.")

"Seeds"

The seeds I sowed—
For weeks unseen—
Have pushed up pygmy
Shoots of green;
So frail you'd think
The tiniest stone
Would never let
A glimpse be shown.

But no; a pebble
Near them lies,
At least a cherry-stone
In size,
Which that mere sprout
Has heaved away,
To bask in sun,
And see the day.

Walter de la Mare

Lesson 19

"Lesson"

To plant a seed and see it grow
Is something every child should do,

And when it blossoms, how it grew
Is something every child should know,

And when its seeds are ripe to sow,
A child may see the old made new.

To grow and gently grow and grow
Is something people should do too.

Harry Behn

6. Each child is given a carrot, an onion and a potato that have been cut in half. The teacher leads the pupils to use nail files to carve simple designs on the wet surfaces of the potato and the carrot pieces. The children are given sheets of newsprint and inkpads or dishes of thin tempera paint in various colors. The cut surfaces of the vegetables are dipped lightly into the ink or the paint and are then printed on the paper. Each vegetable half should be dipped only in one color in order to avoid muddy hues. By combining colors and shapes on the paper, an interesting design is formed. The pupils may wish to share vegetable pieces in order to have more variety of patterns and colors. When the paints are dry, each child is given a turn to describe his work to the class.

7. The pupils are each given a short cardboard cylinder and are instructed to paint with tempera a face near one end of it. The children are encouraged to be creative in their representations of eyes, nose, mouth, etc. When the paintings have dried, the teacher gives each child a dried corn husk from which the ear of corn has been removed. The children place the husks over the tops of the tubes to form the hair. For variety, the pupils may wish to cut or to paint parts of the husks. Each child describes the personality of the cornhusk "individual" he has created. Finally, the class creates a drama utilizing the personalities as puppet characters. The pupils are encouraged to talk freely during the dramatization.

8. The children are given large sheets of newsprint which have been wet evenly with buttermilk. The teacher instructs the pupils to use colored chalk to make farm pictures. The interesting texture that results is discussed with the class. Each child is given a turn to describe his work.

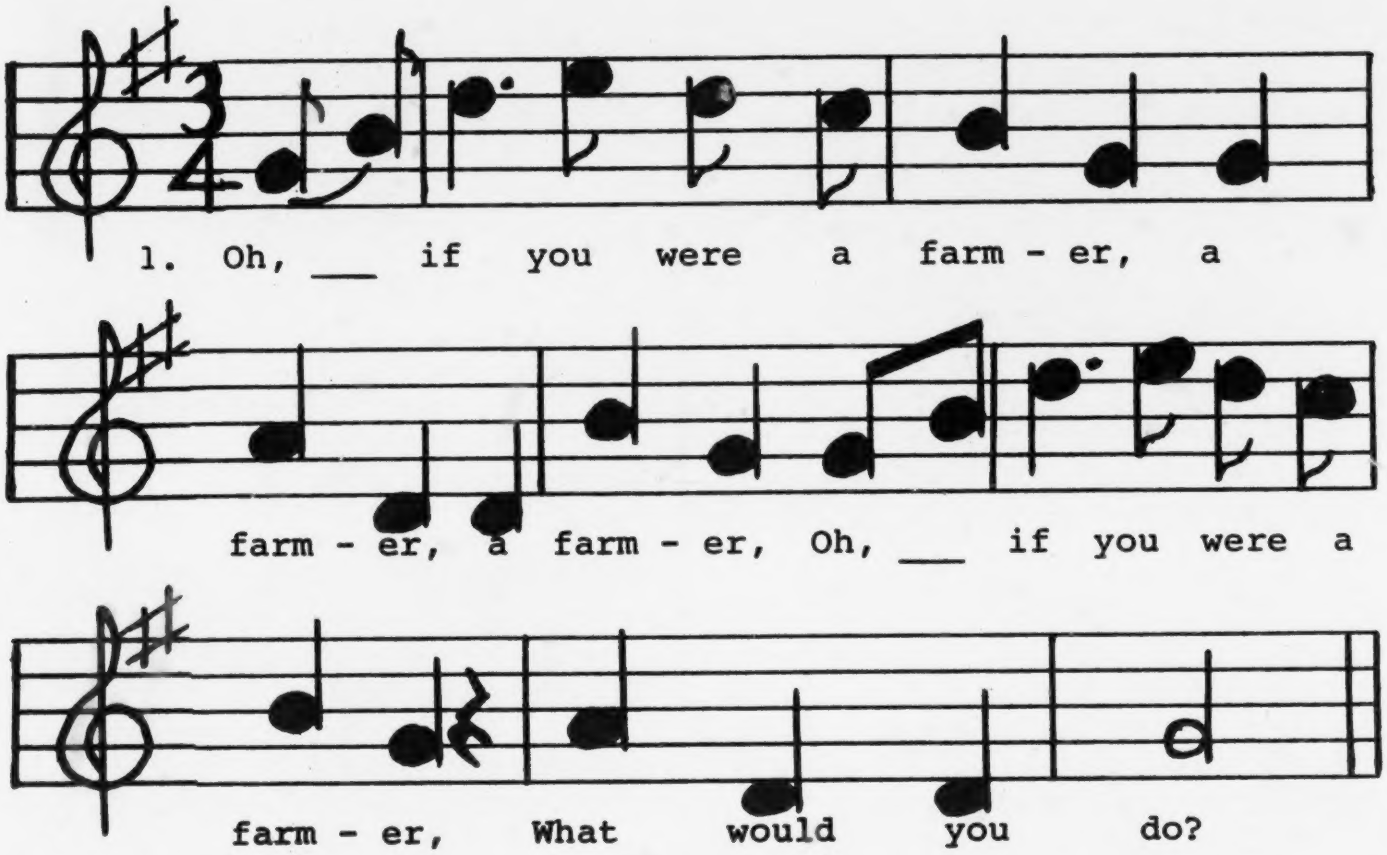
Lesson 19

9. The teacher sings one or more of the following songs, repeating each of them while the children learn the words.

"If You Were a Farmer"

Louise B. Scott

Traditional


1. Oh, ___ if you were a farm - er, a
farm - er, a farm - er, Oh, ___ if you were a
farm - er, What would you do?

2. I would gather eggs for breakfast...
That's what I'd do.

3. I would ride the cow to pasture...

4. I would milk the cow each morning...

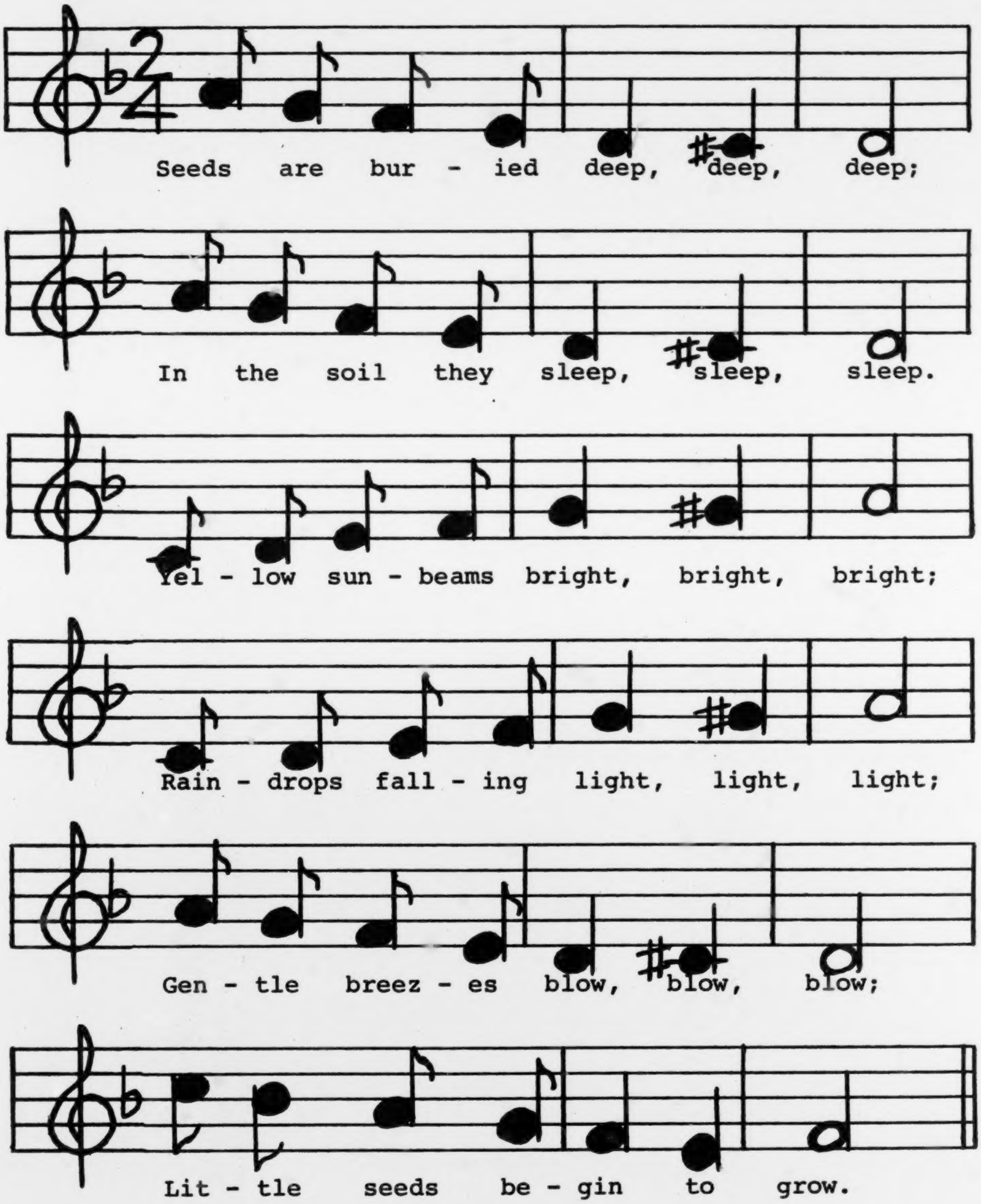
5. I would feed the baby chickens...

6. I'd go plowing with a tractor...

Lesson 19

"Little Seeds"

Louise B. Scott — Lucille F. Wood

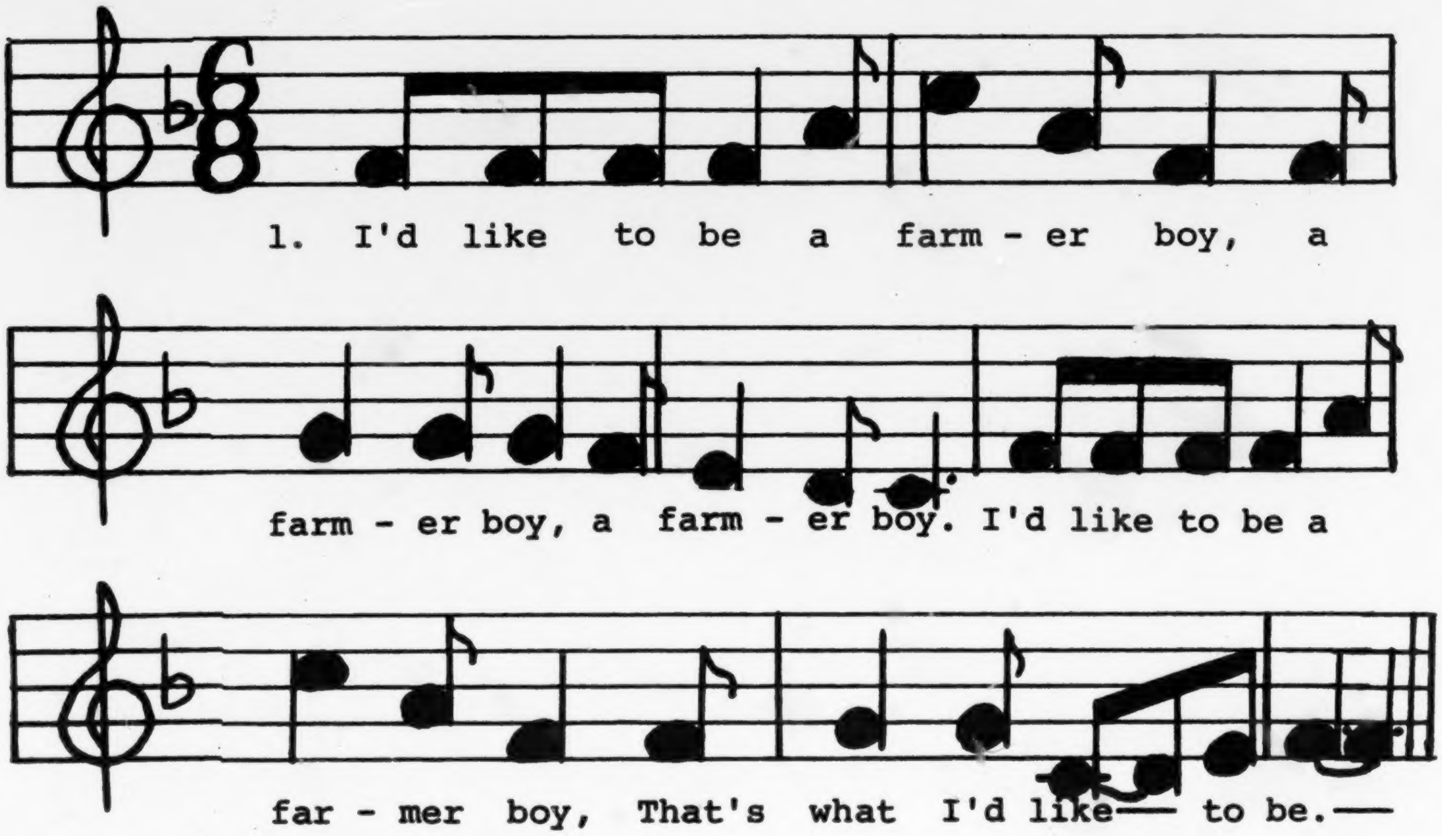

Seeds are bur - ied deep, deep, deep;
In the soil they sleep, sleep, sleep.
Yel - low sun - beams bright, bright, bright;
Rain - drops fall - ing light, light, light;
Gen - tle breez - es blow, blow, blow;
Lit - tle seeds be - gin to grow.

Lesson 19

"On the Farm"

Mary Jay and
Imogene Hilyard

Traditional
Arranged by James Rooker


1. I'd like to be a farm - er boy, a
farm - er boy, a farm - er boy. I'd like to be a
far - mer boy, That's what I'd like— to be.—

2. I'd plow the field and plant the seed...
   That's what I'd like to do.
3. I'd hoe the corn and pull the weeds...
4. I'd gather corn and haul it away...
5. I'd feed the corn to the cows and pigs...
6. I'd work the farm the whole year through...

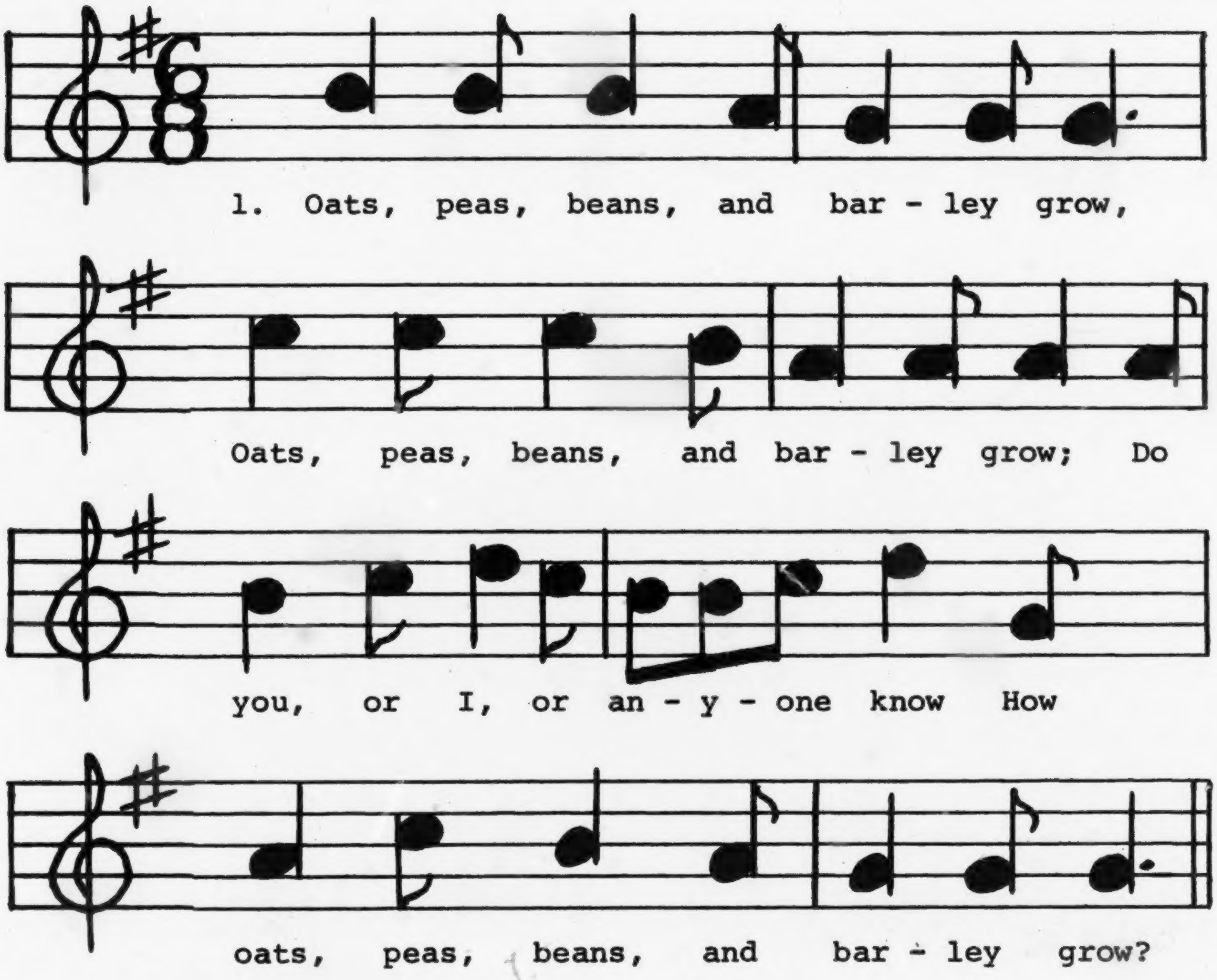
The farmer's wife may sing these verses:

1. I'd like to be a farmer's wife...
2. I'd feed the corn to my hens and chicks...
3. I'd gather eggs at evening time...
4. I'd take some eggs to market then...
5. I'd buy the farmer a big straw hat...
6. We'd live together happily...

Lesson 19

"Oats, Peas, Beans"

English Singing Game


1. Oats, peas, beans, and bar - ley grow,
Oats, peas, beans, and bar - ley grow; Do
you, or I, or an - y - one know How
oats, peas, beans, and bar - ley grow?

2. First the farmer sows his seed,
Then he stands and takes his ease;
He stamps his foot and claps his hands,
And turns around to view his lands.

3. Waiting for a partner,
Waiting for a partner,
Open the ring and take her in,
While we all gaily dance and sing.

10. One or several of the following books, records and filmstrips are used in correlation with the concepts studied in the lesson.

The Golden Seed by Maria Konopnicka, New York: Charles Scribner's Sons, 1962.

Pop Corn and Ma Goodness by Edna Preston, New York: The Viking Press, 1969.

Seeds by Wind and Water by Helene Jordan, New York: Thomas Y. Crowell Company, 1962.

The Summer Noisy Book by Margaret Wise Brown, New York: Harper and Row Publishers, 1951.

Too Much Noise by Ann McGovern, Boston: Houghton Mifflin Company, 1967.

The Turnip by Janina Domanska, New York: The MacMillan Company, 1969.

Carrot Seed, New York: Educational Records Sales. (Record, book and filmstrip set)

Jack and the Beanstalk, New York: Educational Record Sales. (Record, book and filmstrip set)

"All about Food," New York: Educational Record Sales. (Record)

"Beginning Experiences in Number Relations through Language," New York: Educational Record Sales. (Record)

"Germination," Santa Monica, California: BFA Educational Media. (8mm Filmstrip)

"Machines That Help the Farmer," Los Angeles, California: Bailey Film Associates. (Color film)

Lesson 19

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Plow
Dirt
Ground
Sprout (noun)
Sprout - Sprouted
Root - Roots
Stem - Stems
Leaf - Leaves
Tree - Trees
Grow - Grew
Fruit - Fruits
Apple - Apples
Banana - Bananas
Cherry - Cherries
Grape - Grapes
Orange - Oranges
Peach - Peaches
Watermelon
Pear - Pears
Strawberry - Strawberries
Pineapple - Pineapples
Vegetable - Vegetables
Bean - Beans
Carrot - Carrots
Corn
Lettuce
Onion - Onions
Pepper - Peppers
Pea - Peas
Potato - Potatoes

Radish
Celery
Cabbage
Squash
Cucumber
Bread
Butter
Cake
Pie
Ice cream
Peanut - Peanuts
Nut - Nuts
Egg - Eggs
Meat
Milk
Coffee
Tea
Pop
Soup
Hot dogs
Hamburger
Fish
Salt
Pepper
Eat - Eating - Ate
Cook
Breakfast
Lunch
Dinner

UNIT FOUR

"The City"

Lessons 20-23

Unit Four - The City

SEQUENTIAL OUTLINE OF SUBJECT MATTER

I. Knowledge of city buildings

  A. Consideration of stores

    1. Understanding of relationship of grocery store (supermarket) to farms

    2. Discrimination among varieties

      a. Cognition of products available in specific types
      b. Classification of items according to store type

    3. Understanding of functions of money

    4. Cognition of employees as family members

    5. Description of sights, sounds, smells, etc.

      a. Recognition of specific color orange
      b. Imitation of sales conversation

    6. Representation of appearances

  B. Consideration of houses

    1. Understanding of accumulation in cities

    2. Cognition of employees' needs for homes

    3. Identification of specific groups of houses: more, most, fewer, fewest

II. Knowledge of streets

  A. Recognition of appearances

    1. Discrimination between wide and narrow streets

    2. Understanding of function of street names and numbers

      a. Cognition of location of houses, stores, etc. on both sides
      b. Specification of own address

    3. Identification of relative positions: next to, across from

4. Specification of movement directions: to, from

5. Representation of appearances

B. Consideration of cars

1. Understanding of use for transportation

2. Cognition of general appearances and characteristics

    a. Discrimination among variety of possible colors
    b. Recognition of specific colors blue and purple
    c. Imitation of car sounds and motions
    d. Association of four cars with numeral four

3. Discrimination among speeds: slow, slower, slowest, fast, faster, fastest

C. Consideration of traffic signals

1. Recognition of specific colors red, yellow and green

2. Review of numeral three associated with three lights

3. Recognition of circle

    a. Determination of resemblance to traffic lights
    b. Reproduction of shape

4. Understanding of traffic regulations related to traffic lights

5. Identification of positions: above, between, below, top, middle, bottom

LISTENING SKILLS

1. Answer questions correctly.
2. Discuss books and poems that have been read to the class.
3. Describe records after hearing them.
4. Follow directions.

   Examples:

   a. Name two kinds of stores when asked to do so.

   b. Complete Pupil's Book pages as instructed.

   c. Play games as directed.
5. Participate in class discussions and dramatizations.
6. Develop auditory discrimination.

   Examples:

   a. Describe sounds heard during a field trip through a downtown area or a shopping center.

   b. Describe various car sounds.

LANGUAGE SKILLS

1. Command the expanded vocabulary gained by a study of the city.

2. Answer questions by using complete sentences.

   Examples:

   a. State, "This is the numeral four," in response to the question, "Which numeral is this?"

   b. State, "It is a (kind of store)," in response to the question, "What kind of store is it?"

   c. State, "I want to buy _______," in response to the question, "What do you want to buy?"

   d. State, "I live at (number and street)," in response to the question, "Where do you live?"

   e. State, "I have a car," in response to the question, "What do you have?"

   f. State, "The red (yellow, green) light means stop (wait, go)," in response to the question, "What does the red (yellow, green) light mean?"

3. Express pertinent ideas in class discussions.

   Examples:

   a. State, "It is (a) (kind of store)," in response to the question, "What kind of store is it?"

   b. Describe the sequence of events in the production of food.

   c. State, "I want to buy _________," in response to the question, "What do you want to buy?"

4. Describe personal artwork.

5. Ask questions correctly.

6. Participate in class dramatizations.

7. Use appropriate singular and plural forms of nouns, pronouns and verbs.

Examples:

a. State, "Those are streets," in response to the question, "What are these?"

b. State, "That (Those) is (are) (a) car (cars)," in response to the question, "What is (are) this (these)?"

8. Correlate personal pronouns with objects and present-tense verb forms.

Examples:

a. State, "That is my car," in response to the question, "Whose car is this?"

b. State, "I am fast (slow)," in response to the question, "Are you fast or slow?"

9. Use specific descriptive words.

Examples:

a. State, "The carrot is orange," in response to the question, "What color is the carrot?"

b. State, "It is a (kind of store)," in response to the question, "What kind of store is it?"

c. State, "The street is wide (narrow)," in response to the question, "Is the street wide or narrow?"

d. State, "The car is (blue, purple)," in response to the question, "What color is the car?"

e. State, "The car is slow (fast)," in response to the question, "Is the car fast or slow?"

f. State, "I am fast (slow)," in response to the question, "Are you fast or slow?"

g. State, "There are four cars," in response to the question, "How many cars are there?"

h. State, "The light is red (yellow, green)," in response to the question, "What color is the light?"

i. State, "There are (number) circles," in response to the question, "How many circles are there?"

10. Use comparative adjectives.

    Examples:

    a. State, "This street has more (fewer) houses," in response to the question, "One street has more (fewer) houses than this one. Which street has more (fewer) houses?" (the child points to a picture of the street)

    b. State, "This street has the most (fewest) houses," in response to the question, "Which street has the most (fewest) houses?" (the child points to a picture of the street)

    c. State, "The (color) car is faster (slower) than the (color) car," in response to the question, "One car is faster (slower) than the other car. Which car is faster (slower)?"

    d. State, "The (color) car is the fastest (slowest)," in response to the question, "Which car is the fastest (slowest)?"

    e. State, "(Child's name) is slower (faster) than (child's name)," in response to the question, "One is slower (faster) than the other. Who is slower (faster)?"

    f. State, "(Child's name) is the fastest (slowest)," in response to the question, "Who is the fastest (slowest)?"

11. Adjust present tense verbs to describe past actions.

    Example:

    a. State, "I went to the grocery store," in response to the question, "Where did you go?"

12. Use words denoting position and location.

    Examples:

    a. State, "This is the numeral four," in response to the question, "Which numeral is this?" (each child holds a numeral)

    b. State, "That is the numeral (one, two, three, four)," in response to the question, "Which numeral is this?" (the numeral is held at the front of the class)

c. State, "(Child's name) is next to me," in response to the question, "Who is next to you?"

d. State, "(Child's name) is across from me," in response to the question, "Who is across from you?"

e. State, "The (color) circle is above (below) the (color) circle," in response to the question, "Where is the (color) circle?"

f. State, "This is the left (right) side of the page," in response to the question, "What part of the page is that?"

g. State, "This is the top (bottom) of the page," in response to the question, "What part of the page is that?"

h. State, "This is the first (second, third) row," in response to the question, "Which row is this?"

13. Use possessive forms of nouns and pronouns.

Examples:

a. State, "That is (child's name)'s car," in response to the question, "Whose car is this?"

b. State, "That is my car," in response to the question, "Whose car is this?"

READING READINESS SKILLS

1. Distinguish positions and locations.

   Examples:

   a. Move from left to right across the page while completing the Pupil's Book activities.

   b. Discriminate between the left side and the right side of a page.

   c. Identify the first, second and third rows.

   d. Discriminate between the top and the bottom of a page.

   e. Recognize an object that is above another item as compared to one that is below another object.

   f. Identify the positions indicated by the terms "across from" and "next to."

2. Recognize comparisons.

   Examples:

   a. Determine the car that is going faster (slower) than another car.

   b. Distinguish the car that is going the fastest (slowest).

   c. Identify the child who is racing faster (slower) than another pupil.

   d. Determine the child who is racing the fastest (slowest).

   e. Identify the picture of a street that has more (fewer) houses than another street.

   f. Identify the picture of the street that has the most (fewest) houses.

3. Develop visual discrimination.

   Examples:

   a. Recognize the colors orange, blue, purple, red, yellow and green.

b. Identify a round figure as a circle.

c. Specify the number of items seen in a group.

d. Distinguish between wide and narrow streets.

e. Differentiate between fast and slow speeds.

f. Determine the faster (slower, fastest, slowest) car or child in a race.

g. Determine the street having more (fewer, most, fewest) houses.

PROJECT LANGUAGE

LEVEL II

Lesson 20

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a picture of an orange carrot and asked, "What color is the carrot?" each child answers, "The carrot is orange."
2. When shown pictures of a fruit and of a dress and asked, "Which would you find in the grocery store?" each child points to the picture of the fruit.
3. When asked to name two kinds of stores, each child names them.

MATERIALS:

Grocery store pictures
9" X 12" Orange construction paper (one sheet for each child)
Crayons (used previously)
Empty food boxes and cans
Model cash register
Play money
Grocery bags
"In the City" picture set (used previously)
Magazine pictures of store items
12" X 18" Newsprint (one sheet for each child)
Scissors (used previously)
Six feet of brown wrapping paper
Scotch tape (used previously)

TIME:

This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher displays pictures of a grocery store and identifies each food item shown. The pupils are led to discuss all of the food which comes to the store from the farm. After raising the plants and the animals, the farmer transports them to city packaging firms where they are cleaned, cut, prepared and shipped to the supermarket. Mothers go "from" home "to" the grocery store and buy food for their families. (The direction words "to" and "from" are emphasized throughout this lesson.) Stores have street addresses just as do people's houses. The mothers can find a store by knowing the number of the building and the name of the street on which it is located. Grocery stores are usually in cities or in small towns at varying distances between farms in the country. People who live on farms, in the country, in towns or in cities all buy food at grocery stores and supermarkets.

The teacher emphasizes the colors, textures, tastes and smells of the food items shown in the grocery store pictures and assists the children to freely describe their own impressions of the various foods. The orange color of the pictured carrots and oranges is identified, as the teacher says:

(Teacher) "The carrots are orange. The oranges are orange."

After discussing all the orange objects in the room, each child is given a piece of orange paper. The teacher asks:

(Teacher) "What color is it?"

The pupils answer:

(Pupils) "It is orange."

The children are given crayons and are instructed to make pictures of three orange carrots. The teacher discusses each child's work with him individually, asking him to count the carrots and to identify their color:

(Teacher) "What color is the carrot?"

The child answers:

(Pupil) "The carrot is orange."

The teacher prints the child's name on his paper along with the numeral three to represent the three carrots. The pictures are added to the pupils' Color Books.

The children are given page 18 of the Pupil's Book and are asked to point in turn to the left side, the right side, the top and the bottom of the page. As the pupils are pointing to each of those areas, the teacher asks:

(Teacher) "What part of the page is that?"

The children respond together:

(Pupils) "This is the left side (right side, top, bottom) of the page."

Lesson 20

The teacher leads the children to count the four pictures on the page and to identify them as the first, second, third and last, saying:

(Teacher, repeated by pupils) "This is the first (second, third, last) picture."

The pupils are encouraged to practice the identification.

An emphasis is placed on the pictured sequence of events which progresses from a little pig to a big pig, continues as a mother buys ham at a grocery store and ends with a little boy eating the ham. The teacher leads the children to discuss the sequence and to determine what happened first, second, third and last. Individual children are asked in turn:

(Teacher) "What happened first (second, third, last)?"

The pupils respond, using their own words in complete sentences.

Each child is given crayons and is instructed to follow the directions given by the teacher:

(Teacher) "Draw an X on the picture that happened first."
"Draw a circle on the picture that happened last."

The teacher displays a correctly completed page, reviewing with the children the sequence of the pictured events and the directions given previously.

The discussion is repeated with page 19 of the Pupil's Book, establishing the sequence of events that progresses from a little corn plant to a big corn plant with ears of corn, continues as a mother buys ears of corn in a grocery store and ends with a little boy eating the corn. The children practice answering the teacher's questions by using their own words in complete sentences:

(Teacher) "What happened first (second, third, last)?"

The pupils are again given crayons and are instructed as follows:

(Teacher) "Draw a circle on the picture that happened third."
"Draw an X on the picture that happened second."

The teacher displays a correctly completed page, reviewing with the group the sequence of the pictured events and the directions given previously.

Each child is asked to bring to school two or three empty food boxes and cans to be used in making a pretend grocery store. The teacher instructs the pupil to place his items on an empty table or on a set of shelves. The children are led in a discussion of the money that is used to pay for groceries. The model cash register is placed in a convenient location, forming the appearance of a store. Each child is given some play money and is instructed to go "to" the store to shop. When the children are given their money, the teacher asks them:

(Teacher) "What do you want to buy?"

The pupils answer individually:

(Pupil) "I want to buy __________."

The children in groups of five go "to" the store, pick out their groceries, pay their money, get their purchases in a bag and return "from" the store. Various pupils are given turns to be the store cashier who says, "Good morning (afternoon). How are you?" to each of his "customers." The "customers" practice answering, "Good morning (afternoon). I am fine, thank you." The children are encouraged to converse freely during the dramatization. The teacher asks each child after he has completed his shopping:

(Teacher) "Where did you go?"

The pupil responds:

(Pupil) "I went to the grocery store."

The child is asked to describe his purchases, using his own words in complete sentences.

Activity 2

The general city scene from the "In the City" picture set is displayed and the various kinds of stores are discussed: their sizes, their appearances, their products, their names, etc. The children are led to describe the stores of the town in or near which they live. The teacher displays magazine pictures of various items which can be purchased in stores. The pupils are asked to determine if the objects can or cannot be found in the grocery store. The teacher points in turn to each pictured item and asks:

(Teacher) "Is it from the grocery store?"

The children answer together:

(Pupils) "Yes." or "No."

When the answer is "No," the group determines the kind of store in which the article is found. Each child is given a turn to go to the front of the group, to select a picture, to identify it and to specify the store from which it comes. The pupils are encouraged to speak freely.

The children are given crayons and sheets of newsprint. The teacher instructs each child to make a picture of the store of his choice. As the pupils finish, the teacher discusses their work with them individually, asking them to name and to describe their stores. The teacher prints each child's name and the kind of store on his picture, gives him scissors and instructs him to cut out the pictured building.

Activity 3

The teacher leads the group in a discussion of store workers who are all fathers, mothers, big sisters or big brothers. These people have families and live in numbered houses on named streets. Fathers and mothers work in a variety of places in a town: banks, offices, restaurants, factories, etc. Each child is given a turn to tell the group where the members of his family work— in a town location or on a farm in the country.

There are streets in front of all the stores and other buildings in a city or in a town. The streets are used as people go "from" their homes "to" their work, "to" the grocery store, "to" church, "to" the library, "to" friends' homes, etc.

A piece of brown wrapping paper (six feet long) is attached to the wall as a background for a city mural the group will make. The teacher assists the pupils in using black crayons to make streets on the paper. The black lines are identified by the teacher as:

(Teacher) "These are streets."

The downtown streets are usually more straight than those in the residential areas. The teacher points to the mural streets and asks in review:

(Teacher) "What are these?"

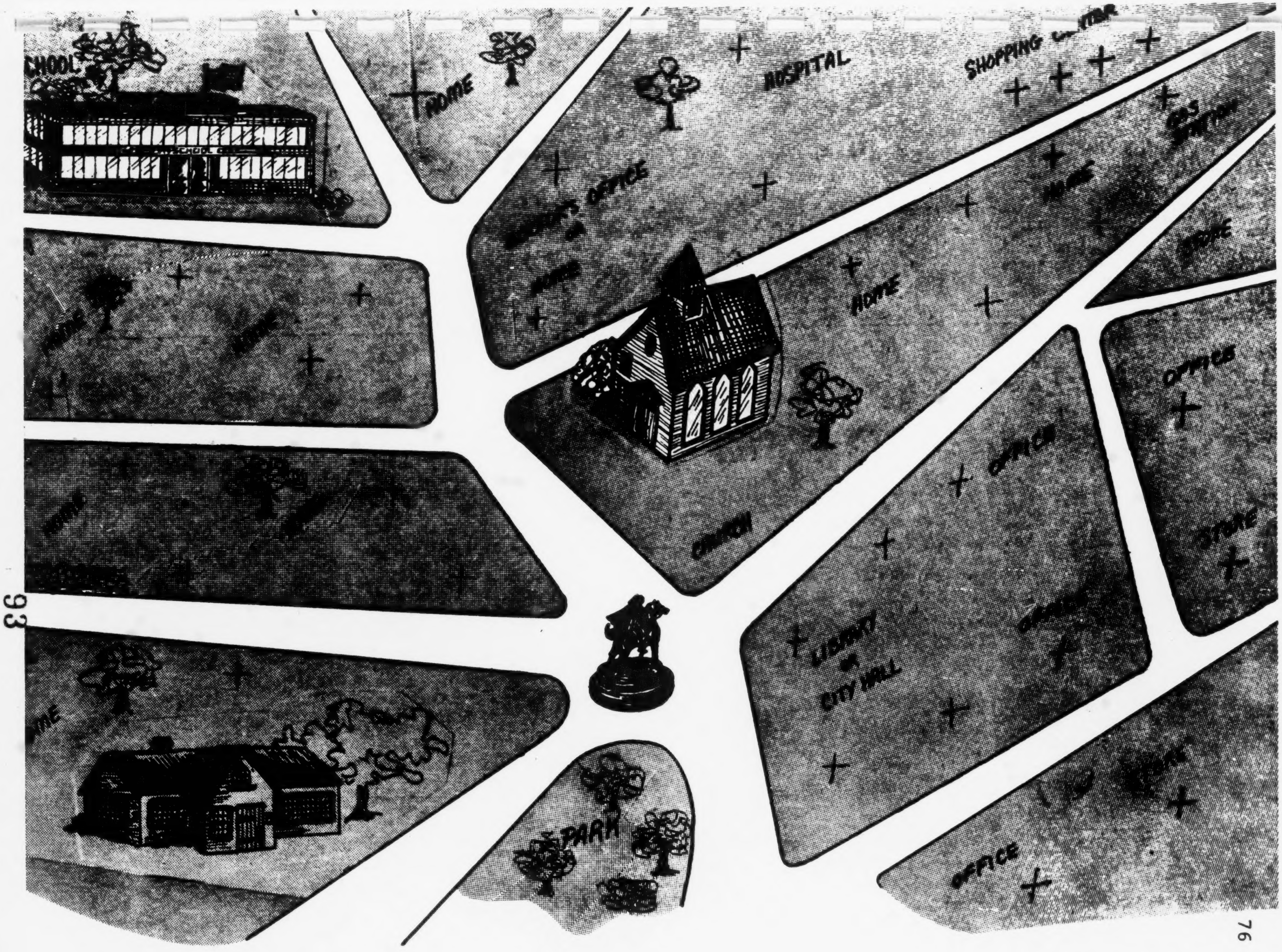
The pupils answer:

(Pupils) "Those are streets."

The diagram on the following page illustrates a possible arrangement of the streets, the houses and the stores on the mural. The exact placement and appearance of these items is determined by the teacher and the children in each class.

The teacher puts a rolled piece of tape on the back of each child's store and instructs him to place his picture beside one of the downtown streets. The teacher asks the pupil:

(Teacher) "What kind of store is it?"


SCHOOL
HOME
HOSPITAL
SHOPPING CENTER
GAS STATION
OFFICE
OR
HOME
HOME
HOME
STORE
HOME
HOME
OFFICES
CHURCH
OFFICE
STORE
HOME
LIBRARY
OR
CITY HALL
PARK
OFFICE
HOME

Lesson 20

The child answers:

(Pupil) "It is (kind of store)."

NOTE:

The children will enjoy a walk through downtown areas or through a shopping center. They can tour a drug store, a clothing store, a grocery store, a bank, an office building, a department store, a hardware store, etc. The sounds of the traffic, people, etc. are emphasized on the trip. When the group returns to the classroom, the pupils will enjoy painting large pictures of their experiences.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The teacher leads the children to count the store pictures placed on the city mural. The pupils then take turns counting to twenty on the counting frame.

2. A variety of pretend stores are set up in the classroom: clothing store, bookstore, drugstore, candy shop, bakery, toy store, etc. A particular area of the room is designated for each "store" and small groups of children are asked to set up the "shops." The pupils bring old clothing, books, empty bottles, toys, etc. that are needed to stock the "stores." The books and toys from the classroom are also used in the appropriate "shops." Magazine pictures of candy and pastries are placed in the "candy store" and in the "bakery." Toy money and toy cash boxes or cash registers are placed in each "store." The area in front of all the "shops" is designated as a "street" or a "shopping center parking lot." The children discuss the special duties of each "shopkeeper," particularly those of the "pharmacist." A "bank," a "post office," a "fire station," etc. can be added to the "downtown" in later lessons.

   The pupils take turns working in the different "stores" or going shopping. The teacher encourages each child to freely describe his "purchases."

3. The class is divided into groups of five and six children. The pupils in each group decide to which downtown store they would like to go and whether they would use a car or a bus. The teacher assists the children to establish a sequence of five or six events in their shopping trips. Each pupil uses crayons and newsprint to make a picture of one part of the trip his group has planned. The teacher discusses the children's work with them individually. The pictures made in each group are placed in the correct sequence and are clipped together. One pupil from each group describes the sequence to the class, emphasizing words such as: first, second, third, then, last, etc. The pictures in each set are disarranged and are given to another group of children who again place them in the proper sequence. The teacher works individually with the groups of pupils.

4. One or both of the following poems are read and are discussed with the class. The poems appear on the next page.

Lesson 20

"Shop Windows"

Mother likes the frocks and hats
And pretty stuffs and coloured mats.

Daddy never, never looks
At anything but pipes and books.

Auntie's fond of chains and rings
And all the sparkly diamond things.

Richard likes machines the best;
He doesn't care about the rest.

Nannie always loves to stop
In front of every single shop.

But I don't want to wait for a minute
Till we get to the one with the puppy dogs in it.

Rose Fyleman

E is the Escalator
   That gives an elegant ride.
You step on the stair
With an easy air
   And up and up you glide.
It's nicer than scaling ladders
   Or scrambling 'round a hill,
For you climb and climb
But all the time
   You're really standing still.

Phyllis McGinley

"I Like the City"

I love the city, I find things to do,
I play in the park, I go to the zoo.
In my apartment I have toys and games,
And so many picture books
I can't tell their names.
I stand at my window, I see a whole fleet
Of streetcars and taxis and trucks in the street.

James S. Tippett

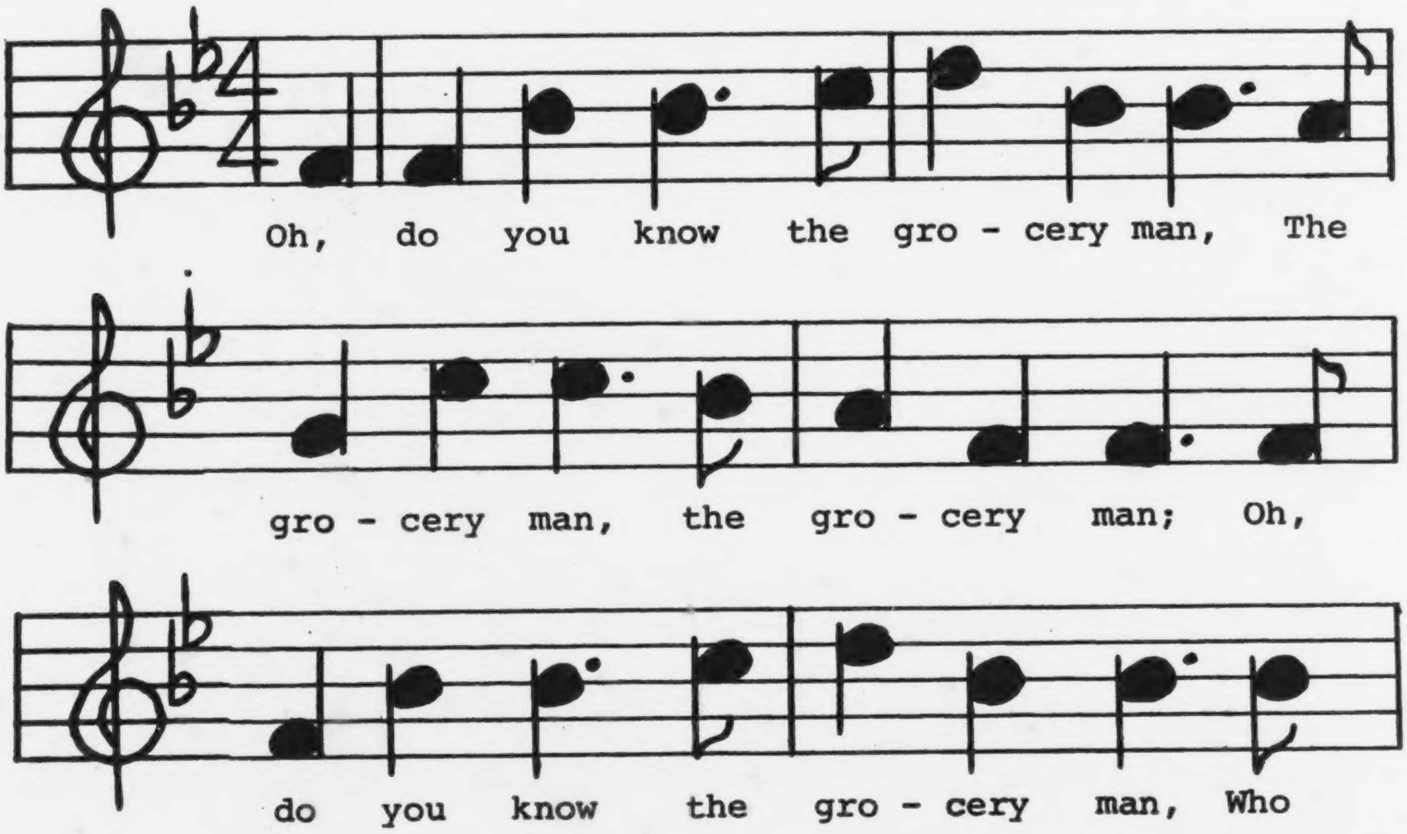
5. Each child is given crayons and a sheet of newsprint. The teacher instructs the pupils to use their black crayons to make black borders one-half to one inch thick on all four sides of their papers. The children then make pictures of their favorite store windows. Each pupil pictures the items he would like most to see in a downtown window. After discussing the children's work with them individually, the teacher asks them to describe their pictures to the class.

6. Using bent clothes hangers, the children make store mobiles. Each child cuts from a magazine pictures of five items that could be found in one particular store. The teacher assists the pupil to paste the pictures onto various large shapes of colored paper. A fine thread is sewn or taped to each paper and is then attached to the clothes hanger that the child has twisted as he wishes. After the pupils have described to the class the stores which their mobiles represent, the projects are displayed in the classroom.

7. The teacher sings the song "Do You Know?" repeating it several times while the children learn the words.

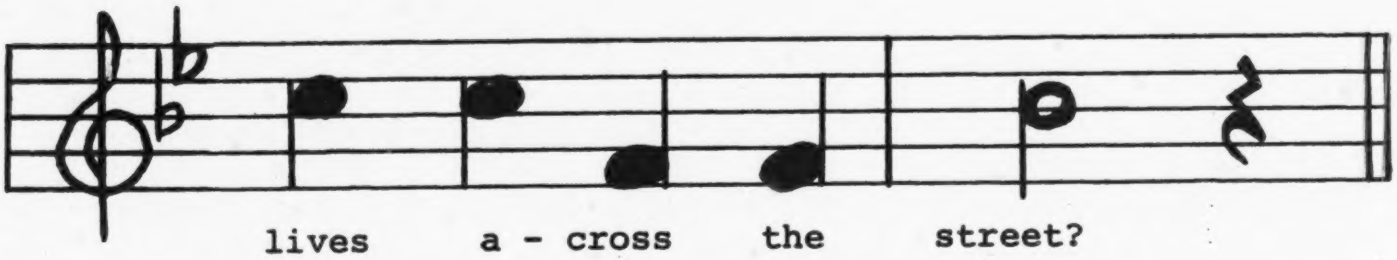
"Do You Know?"

Singing Game


Oh, do you know the gro - cery man, The
gro - cery man, the gro - cery man; Oh,
do you know the gro - cery man, Who

(Continued on the next page)

"Do You Know?" (cont'd)



8. One or several of the following books, pictures and filmstrips are used in correlation with the concepts studied in the lesson.

The City-Country ABC by Marguerite Walters, Garden City, New York: Doubleday and Company, Inc., 1966.

The City and Country Mother Goose, New York: American Heritage, 1969.

The Day Daddy Stayed Home by Ethel Keisler, Garden City, New York: Doubleday and Company, Inc., 1959.

What Happens When You Put Money in the Bank? by Arthur Shay, Chicago: Reilly and Lee, 1967.

"At the Supermarket," New York: The MacMillan Company. (Books and pictures from "Interrelated Materials" Set)

"In the Big Store," New York: The MacMillan Company. (Books and pictures from "Interrelated Materials" Set)

"Fruits and Vegetables," Englewood Cliffs, New Jersey: Scholastic Magazine. (Picture collection)

"Food for the City: Produce," Los Angeles, California: Bailey Film Associates. (Color film)

"Food from Farm to Family," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Where and How People Work and Live" Series)

"The Supermarket," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Who Helps Us" Series)

"This Is Orange," Santa Monica, California: BFA Educational Media. (8mm Filmstrip from "This Is Color" Series)

Lesson 20

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Crayon - Crayons
Hammer - Hammers
Nail - Nails
Saw - Saws
Bank
Banker
Barber shop
Barber
Church
Bakery
Drug store
Pharmacist
Supermarket
Theater

Store - Stores
Clerk - Clerks
Street - Streets

Candy
Cash register
Buy - Bought
Money
Dollar - Dollars
Quarter - Quarters
Nickel - Nickels
Dime - Dimes
Penny - Pennies
At work
Go - Going - Went
To
From

PROJECT LANGUAGE

LEVEL II

Lesson 21

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a picture of a narrow street and asked, "Is the street wide or narrow?" each child answers, "The street is narrow."
2. When shown a picture of a wide street and asked, "Is the street wide or narrow?" each child answers, "The street is wide."
3. When placed next to one classmate and across from another and asked, "Who is next to you?" each child points to the child beside him and says, "(Child's name) is next to me."
4. When placed next to one classmate and across from another and asked, "Who is across from you?" each child points to the child across from him and says, "(Child's name) is across from me."
5. When given a model car and asked, "What do you have?" each child answers, "I have a car."

MATERIALS:

"In the City" picture set (used previously)
12" X 18" Newsprint (one sheet for each child)
Crayons (used previously)
Scissors (used previously)
Scotch tape (used previously)
Wake Up, City! by Alvin Tresselt, New York: Lothrop, Lee and Shepard Company, 1957.
"Transportation" picture set
The Car Book by William Dugan, New York: Golden Press, 1968.
Model cars (one each of brown, orange, blue, purple)
Magazines (used previously)

TIME: This lesson is planned for a two-hour period.

Lesson 21

PROCEDURE:

Activity 1

The teacher leads the group in a review discussion of the streets and the stores placed on the city mural in the previous lesson. The differences in street widths are emphasized as the words "wide" and "narrow" are introduced. The teacher points to a wide street and describes it by saying:

(Teacher) "This street is wide."

Pointing to a narrow street, the teacher says:

(Teacher) "This street is narrow."

The pictures from the "In the City" set are displayed and each street is identified as being wide or narrow. Pointing to the pictured streets in turn, the teacher asks the children:

(Teacher) "Is the street wide or narrow?"

The pupils answer:

(Pupils) "The street is wide (narrow)."

The group discusses the fact that streets are named in order to help people find stores, offices and friends' homes. Each building on a street is numbered. The number combined with the street name makes the address of a specific location. The children select names to be printed by the teacher on all the mural streets.

The people working in the stores of a town or of a city have homes that are numbered and are on named streets. Each child who lives in the city (town) is asked to name his street and to give the number of his house. The teacher asks the pupils in turn:

(Teacher) "Where do you live?"

The child is led to answer:

(Pupil) "I live at (number and street)."

At this time, the city mural has only stores and streets but has no houses for the people. Each child is given crayons and a sheet of newsprint to use in making a picture of his house to place on the mural. As the children finish, the teacher discusses the pupils' work with them individually, encouraging them to freely describe their pictures. The children are given scissors and are asked to cut around their houses. The pupils take turns taping their houses onto the streets pictured on the city mural.

The teacher leads a brief discussion of neighbors—people who live in houses that are close together. Neighbors can live "next to" each other or "across" the street from each other. The children are given turns to go to the mural, to point to their own houses and to find their neighbors' homes. The teacher asks each child to identify in turn the neighbors whose houses are "next to" his house and whose houses are "across" the street from his house. The children are directed to sit as if they were inside their houses with the streets in front of them. The teacher assists each child to sit next to the children whose houses are located next to his house on the mural. Across the "street" sit the children whose houses are located across the street from his house on the mural. The pupils are asked in turn:

(Teacher) "Who is next to you?"

Each child answers:

(Pupil) "(Child's name) is next to me."

The teacher then asks:

(Teacher) "Who is across from you?"

The pupil answers:

(Pupil) "(Child's name) is across from me."

The teacher leads the children to determine if the streets pictured in front of their houses on the city mural are "wide" or are "narrow."

The pupils are led to count the houses on each street of the mural. The teacher discusses with the group a comparison of the total numbers of houses on individual streets. The children determine which streets have "more" and "fewer" houses than others and which ones have the "most" and the "fewest" homes located on them. Pointing to a specific street, the teacher asks:

(Teacher) "One street has more (fewer) houses than this one. Which street has more (fewer) houses?"

Each child is given a turn to go to the mural to point to a street and to answer:

(Pupil) "This street has more (fewer) houses."

The procedure is continued as the teacher asks:

Lesson 21

(Teacher) "Which street has the most (fewest) houses?"

The pupil points to that street and answers:

(Pupil) "This street has the most (fewest) houses."

The teacher leads a group discussion of the various sizes of the places called cities and towns. A city usually has more people living close together than does a town. The pupils may live on a farm, in the country, in a town or in a city.

Activity 2

Each child is given page 20 of the Pupil's Book. The teacher reviews with the children the location and the identification of the left side, the right side, the top and the bottom of the page. The pupils are asked to point to each part of the paper and to answer the question:

(Teacher) "What part of the page is that?"

by saying:

(Pupils) "This is the left side (right side, top, bottom) of the page."

The teacher instructs the children to point in turn to the first and to the second rows, answering the question:

(Teacher) "Which row is that?"

by saying:

(Pupils) "This is the first (second) row."

The teacher discusses with the group the houses pictured in the first row. The activities which occur within those buildings are included in the discussion. A similar consideration is given to the office buildings and stores pictured in the second row.

Pointing to the first box in the first row, the teacher emphasizes the order of the buildings: big (large) and then little (small). The arrangements of the houses in the next two pictures in the first row are also determined. The children are given crayons and are instructed to draw circles around the two pictures in the first row that are alike.

After discussing the arrangement of the buildings in each picture of the second row, the children are instructed to draw circles around the two pictures that are alike.

Lesson 21

The book Wake Up, City! is read to the children and is discussed. An emphasis is placed on the sights, sounds and smells of a typical city.

Activity 3

People in a city or in a town move from one place to another in several ways. They can walk or they can use bicycles, cars, buses and trucks. Children on a farm or in the city ride bicycles which have only two wheels. Mothers and fathers usually go to work in either cars or trucks, both of which have four wheels and travel much faster than bicycles. Sometimes people go to work on a bus that carries many persons. Pictures from the "Transportation" set are displayed and are identified as the various vehicles are discussed.

The Car Book is read and is discussed with the children. The teacher holds up a model car and identifies it by saying,

(Teacher) "I have a car."

The car is given to each child in turn as he is asked:

(Teacher) "What do you have?"

The pupil answers:

(Pupil) "I have a car."

The children are given magazines and are asked to find pictures of cars. When the pupils find their pictures, the teacher talks with them individually, asking the following questions:

(Teacher) "What is this?"

(Pupil) "This is a car."

(Teacher) "What color is the car?"

(Pupil) "The car is (color)." (If the color of the car is one which is still unknown to the child, the teacher helps him to say the new word.)

After the preceding dialogue, the child is given a pair of scissors to use in cutting out the picture that he has found and has identified. When the pupil has finished, he is given a turn to tape his picture onto one of the mural streets. The teacher prints the child's name under his pictured car.

When all of the children have placed their car pictures on the streets of the mural, the teacher leads the pupils to review the identification of the cars:

Lesson 21

(Teacher) "What is this?" (pointing to a car)

(Pupils) "That is a car."

(Teacher) "What are all of these?" (pointing to all of the cars)

(Pupils) "Those are cars."

(Teacher) "Whose car is this?" (pointing to an individual picture)

(Pupils) "That is (child's name)'s car."

(Individual pupil) "That is my car."

(Teacher) "What color is (child's name)'s car?" (pointing again to an individual picture)*

(Pupils) "(Child's name)'s car is (color)."

The variety of places to which people can travel in cars is discussed by the group. Families travel from the city to another city, to a town or to the farm to visit friends. The farmer goes from the farm to the city to take food products and to shop for his family, etc. Each child is given a turn to describe his favorite place to go in a car.

*NOTE

The main emphasis is placed on those cars which are colors that are already known by the children. The teacher assists the pupils in identifying unknown car colors, but a knowledge of them is not required at this time.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The children discuss the various street names of their own town. Each pupil is given a turn to name the street on which he lives. The teacher leads the group to name each mural street and prints the specified name on the street.

2. Each child in turn describes to the class his family's car or cars (trucks). The color, size, number of passengers, model, etc. are included in the description. The teacher gives the pupils crayons and sheets of newsprint to use in making pictures of their cars and their favorite places to go in those vehicles. The children's work is discussed with them individually.

3. One or both of the following poems are read and are discussed with the class.

"People"

Tall people, short people,
Thin people, fat,
Lady so dainty
Wearing a hat;
Straight people, dumpy people,
Man dressed in brown;
Baby in a buggy—
These make a town.

Lois Lenski

"Roads"

A road might lead to anywhere—
  To harbor towns and quays,
Or to a witch's pointed house
  Hidden by bristly trees.
It might lead past the tailor's door,
  Where he sews with needle and thread,
Or by Miss Pim the milliner's,
  With her hats for every head.
It might be a road to a great, dark cave
  With treasure and gold piled high,
Or a road with a mountain tied to its end,
  Blue-humped against the sky.
Oh, a road might lead you anywhere—
  To Mexico or Maine.
But then, it might just fool you, and—
  Lead you back home again!

Rachel Field

4. The children are given crayons and sheets of newsprint to use in making and cutting out trees and flowers to complete the city mural made in the lesson. These items are taped onto the brown paper next to each child's picture of a house.

5. As the teacher reviews the meanings of the words "wide" and "narrow," the children use scissors and colored paper to cut both wide and narrow strips. The class discusses the variety of possible widths. The pupils are asked to practice identifying their strips of paper as "wide" or as "narrow" pieces. Each child groups his own paper pieces into two groups, one set of wide strips and one set of narrow strips. The pupils together count the pieces in each individual's sets and determine those which have more, fewer, most and fewest items. The children then glue their strips to sheets of newsprint, making interesting designs. The pupils take turns describing their work to the class.

6. The teacher uses various colors and shapes of small pieces of paper in making a mosaic of a neighborhood. The small pieces are glued closely together to form shapes and patterns on a large sheet of newsprint. The children are led to discuss the appearances of their own neighborhoods and are then given an assortment of paper pieces. Each child makes a mosaic picturing the area where he lives. The teacher discusses the pupils' work with them individually.

7. One or several of the following books, pictures and filmstrips are used in correlation with the concepts studied in the lesson.

ABC of Cars and Trucks by Anne Alexander, Garden City, New York: Doubleday and Company, Inc., 1956.

Around the Corner by Jean Showalter, Garden City, New York: Doubleday and Company, Inc., 1966.

Little Boy Who Lives Up High by John Hawkinson, Chicago: Albert Whitman and Company, 1967.

My Garden Grows by Aldren A. Watson, New York: The Viking Press, 1962.

The Neighbors by Marcia Brown, New York: Charles Scribner's Sons, 1967.

"The Urban Environment," Englewood Cliffs, New Jersey: Scholastic Magazine. (Picture collection)

"A City and Its People," Los Angeles, California: Bailey Film Associates. (Color film)

Lesson 21

"The City," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Listening, Looking and Feeling" Set)

"One-to-One Correspondence," Santa Monica, California: BFA Education Media. (8mm Filmstrip)

Lesson 21

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Car - Cars

Want - Wanting - Wanted

Shop- Shops

Shop - Shopping - Shopped

Put - Putting- Put

Have - Having - Had

Buy - Buying - Bought

Get - Getting - Got

Look - Looking - Looked

Pay - Paying - Paid

Drive - Driving - Drove

Travel - Traveled

Wide

Narrow

PROJECT LANGUAGE

LEVEL II

Lesson 22

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a blue (purple) car and asked, "What color is the car?" each child answers, "The car is blue (purple)."
2. When given a numeral four and asked, "Which numeral is this?" each child answers, "This is the numeral four."
3. When shown a model car moving slowly (fast) on a Hot Wheels track and asked, "Is the car fast or slow?" each child answers, "The car is slow (fast)."
4. When shown two model cars racing on Hot Wheels tracks and asked, "One car is faster (slower) than the other car. Which car is faster (slower)?" each child points to the faster (slower) car and says, "The (color) car is faster (slower) than the (color) car."
5. When shown three model cars racing on Hot Wheels tracks and asked, "Which car is the fastest (slowest)?" each child points to the fastest (slowest) car and says, "The (color) car is the fastest (slowest)."

MATERIALS:

The Car Book (used previously)
Four small model cars (used previously)
What Is a Color? (used previously)
9" X 12" Blue construction paper (one sheet for each child)
9" X 12" Purple construction paper (one sheet for each child)
Crayons (used previously)
Flannel-board set of numerals (used previously)
Flannel board (used previously)
Set of cardboard or sandpaper numeral fours (one numeral for each child)
Staples (used previously)
Stapler (used previously)
Hot Wheels by Jo Anne Wood, New York: Golden Press, 1969.
Hot Wheels tracks (one set)

TIME: This lesson is planned for a two-hour period.

Lesson 22

PROCEDURE:

Activity 1

The teacher reads again The Car Book and reviews with the group the various places where people go in their cars. The care of automobiles is included in the discussion along with the use of gasoline and the services of gas stations. After considering the variety of car colors, the teacher holds up first the brown and then the orange model cars and asks:

(Teacher) "What color is the car?"

The children answer together:

(Pupils) "The car is brown (orange)."

Displaying the blue model car, the teacher asks:

(Teacher) "What color is the car?"

The pupils are led to answer:

(Pupils) "The car is blue."

From the book What Is a Color? the teacher reads the page concerning the color blue. All of the blue objects in the room are identified as the color is discussed. Each child is given crayons and a sheet of blue construction paper to use in making a picture of two cars. When the pupils have finished, the teacher discusses their work with them individually, pointing to one pictured car and asking:

(Teacher) "What color is the car?"

The child answers:

(Pupil) "The car is blue."

The teacher prints the pupils' names on their papers.

A small purple car is displayed as the teacher asks:

(Teacher) "What color is the car?"

The children are led to answer:

(Pupils) "The car is purple."

Lesson 22

The teacher reads about the color purple from the book What Is a Color? All of the purple items in the room are identified and are discussed. Each child is given crayons and a sheet of purple construction paper to use in making pictures of two more cars. The teacher discusses the pupils' work with them individually, pointing to one of the pictured cars and asking:

(Teacher) "What color is the car?"

The child answers:

(Pupil) "The car is purple."

The pupils' names are printed on their papers.

The teacher gives the children both their blue and their purple papers. The pupils are instructed to count the cars pictured on their two pages—four cars. The teacher asks:

(Teacher) "How many cars are there?"

The children answer together:

(Pupils) "There are four cars."

The flannel-board numerals one through four are placed on the flannel board. The teacher points in turn to each numeral, asking:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral one (two, three, four)."

As the individual numerals are identified, the group discusses the number of objects they can represent and determines if they correspond with the four cars pictured on each pupil's papers. When the numeral four has been selected to represent the four pictures of cars, each child is given a numeral four and is encouraged to move his finger around the numeral from top to bottom. The group discusses the various items in the classroom which can be represented by the numeral four. The teacher asks:

(Teacher) "Which numeral is this?"

The children hold up their numerals and respond:

(Pupils) "This is the numeral four."

Lesson 22

Holding up four model cars, the teacher asks:

(Teacher) "How many cars are there?"

The children answer:

(Pupils) "There are four cars."

The numeral four is placed alone on the flannel board to represent the model cars.

The teacher staples together each child's blue and purple papers so that the four cars are in one group. The pupil is asked to count his pictures of cars and then the numeral four is printed on the pages to represent them. The teacher asks:

(Teacher) "Which numeral is this?"

The child answers:

(Pupil) "This is the numeral four."

The pages are added to the children's Color Books.

The five colors that have been studied—brown, gray, orange, blue and purple—are reviewed and are compared. The color of each of the model cars is again identified.

The book Hot Wheels is read and is discussed with the group. The pupils are led to consider the speed of cars in relation to the speed of walking, of bicycling, of horse-back riding, of flying, etc. The teacher compares a speeding car to a normal driving speed, emphasizing the words "fast," "faster," "fastest," "slow," "slower" and "slowest."

Activity 2

One track of the Hot Wheels racing set is placed flat on the floor and the brown car is pushed slowly down it. The teacher asks:

(Teacher) "Is the car fast or slow?"

The group discusses the speed of the toy car and then answers:

(Pupils) "The car is slow."

Next, the blue model car is pushed very fast down the track. After discussing the speed of that toy, the teacher asks:

(Teacher) "Is the car fast or slow?"

The children answer:

(Pupils) "The car is fast."

The model cars again are pushed one at a time down the track as the children practice answering the question:

(Teacher) "Is the car fast or slow?"

by saying:

(Pupils) "The car is fast (slow)."

Each child in turn is asked to come in front of the group to follow the directions of the teacher in pushing a model car down the track:

(Teacher) "Make the car go fast." or "Make the car go slow."

As the car goes down the track, the teacher asks the pupil:

(Teacher) "Is the car fast or slow?"

The child answers:

(Pupil) "The car is fast." or "The car is slow."

The teacher discusses with the children the ways in which they themselves can move fast or can move slowly. The pupils are instructed to walk and to run at varying speeds. While the children are performing, the teacher asks:

(Teacher) "Are you fast or slow?"

The pupils respond:

(Pupils) "I am fast (slow)."

Activity 3

Two long Hot Wheels tracks are placed on a slight incline on the floor. (Each long track is formed by connecting short pieces.) Two model cars are raced down the tracks. As the toys move, the teacher discusses with the children the faster speed of one car. Pointing to the faster car, the teacher says:

(Teacher) "The (color) car is faster than the (color) car."

The model cars are raced again and the teacher asks:

Lesson 22

(Teacher) "One car is faster than the other car. Which car is faster?"

The children answer together:

(Pupils) "The (color) car is faster than the (color) car."

The procedure is continued as different colored cars are raced. Each child in turn is asked to race two model cars on the tracks. While the toys are moving, the teacher asks the pupil:

(Teacher) "One car is faster than the other car. Which car is faster?"

The child answers:

(Pupil) "The (color) car is faster than the (color) car."

The teacher again races two model cars on the tracks, identifying the slower car by saying:

(Teacher) "The (color) car is slower than the (color) car."

After discussing the speed of the slower car, the teacher repeats the race, asking:

(Teacher) "One car is slower than the other car. Which car is slower?"

The group answers:

(Pupils) "The (color) car is slower than the (color) car."

The procedure is continued as different colored cars are raced. Each child in turn is asked to race two model cars on the tracks. While the toys are moving, the teacher asks the pupil:

(Teacher) "One car is slower than the other car. Which car is slower?"

The child answers:

(Pupil) "The (color) car is slower than the (color) car."

The teacher places three long Hot Wheels tracks on a slight incline on the floor. Racing three model cars at a time, the teacher discusses with the group the different speeds of the toys. Pointing to the fastest car, the teacher says:

Lesson 22

(Teacher) "The (color) car is the fastest."

Repeating the race, the teacher asks:

(Teacher) "Which car is the fastest?"

The children practice answering:

(Pupils) "The (color) car is the fastest."

The procedure is continued as different colored cars are raced. Each child in turn is asked to help the teacher race three of the toy cars. While the cars are moving, the teacher asks:

(Teacher) "Which car is the fastest?"

The pupil answers:

(Pupil) "The (color) car is the fastest."

The teacher again races three model cars, this time identifying the slowest car by saying:

(Teacher) "The (color) car is the slowest."

As the race is repeated, the children are asked:

(Teacher) "Which car is the slowest?"

The pupils answer:

(Pupils) "The (color) car is the slowest."

This procedure is continued as different colored cars are raced. Each child in turn is asked to help the teacher race three of the toy cars. While the cars are moving, the teacher asks:

(Teacher) "Which car is the slowest?"

The child answers:

(Pupil) "The (color) car is the slowest."

Sets of two and three children are given turns to run or to walk races, determining who is "slower," "faster, the "slowest" and the "fastest." When two pupils are racing, the teacher asks:

(Teacher) "One is slower (faster) than the other. Who is slower (faster)?"

Lesson 22

The children answer:

(Pupils) "(Child's name) is slower (faster) than (child's name)."

When three pupils are racing, the teacher asks:

(Teacher) "Who is the fastest (slowest)?"

The children answer:

(Pupils) "(Child's name) is the fastest (slowest)."

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. After the children have traced their fingers around the cardboard or sandpaper numerals as directed in Activity 1, the teacher demonstrates making a numeral four on the chalkboard while saying the following rhyme:

   Down and over—
   And down once more,
   That's the way we make a four!

   The pupils in turn repeat the rhyme and practice making the numeral on the chalkboard as the teacher assists them. When all of the children have finished, they are given crayons and sheets of newsprint and are instructed to practice making the numeral four on one side of their papers. The teacher works with each child individually, discussing the meaning of the numeral. The pupils are instructed to turn over their papers to make a numeral four and four pictures of an object of their choice. The teacher discusses each child's work with him individually.

2. After the lesson's activity in which the pupils raced the model cars and observed their speeds, each child in turn describes his impression of the words "fast" and "slow." The teacher records the children's responses on two sheets of newsprint. The pupils are given those papers along with crayons to use in making pictures of their recorded impressions. The teacher discusses each child's work with him individually. All of the pictures are combined into a book which is read to the class. The pupils discuss their own artwork as it appears in the book.

3. After reviewing the general visible structure of cars—doors, windows, front, back, sides, four wheels, etc.; each child is given a piece of clay and is instructed to make a car. The teacher discusses the pupils' work with them individually. The children take turns describing their cars to the group.

4. Each child is given a large sheet of newsprint and one black crayon. The teacher leads the pupils to make large, flowing, fast and slow motions in the air. The children are then instruct to put their crayons to their papers, to close their eyes and to make free, flowing lines. The teacher directs the pupils to move their crayons slowly, then to move them fast and finally to stop. The children examine their drawings and use various colors to fill in the forms and the shapes to make interesting designs. Each child in turn describes his work to the class.

5. One or more of the following filmstrips are used in correlation with the concepts studied in the lesson.

Lesson 22

"Fast Is Not a Ladybug," Los Angeles, California: Bailey Film Associates. (Color film)

"This Is Blue," Santa Monica, California: BFA Educational Media. (8mm Filmstrip from "This Is Color" Series)

"This Is Purple," Santa Monica, California: BFA Educational Media. (8mm Filmstrip from "This Is Color" Series)

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Station wagon

Speed

Gas

Gas station

Driver

Drive - Driving - Drove

Go - Going - Went

Catch - Caught

Ride - Riding - Rode

Push - Pushing - Pushed

Wrecker

Pull - Pulling - Pulled

Tow - Towed

Come - Coming - Came

Shut - Shutting - Shut

Before

After

In front of

Behind

Race - Races

Race - Racing - Raced

Race track

Beside

First

Second

Third

Fourth

PROJECT LANGUAGE

LEVEL II

Lesson 23

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown in turn the flannel-board traffic signal's red, yellow and green "lights" and asked, "What color is the light?" each child answers, "The light is red (yellow, green)."
2. When shown the flannel-board traffic signal with only one "light" in place at a time and asked:
   a. "What does the red light mean?" each child answers, "The red light means stop."
   b. "What does the green light mean?" each child answers, "The green light means go."
   c. "What does the yellow light mean?" each child answers, "The yellow light means wait."
3. When shown a set of two circles arranged vertically (green above yellow) on the flannel board and asked, "Where is the green circle?" each child answers, "The green circle is above the yellow circle."
4. When shown a set of two circles arranged vertically (green above yellow) on the flannel board and asked, "Where is the yellow circle?" each child answers, "The yellow circle is below the green circle."

MATERIALS:

Hot Wheels tracks (one set—used previously)
Four model cars (used previously)
Stop sign picture
Flannel-board traffic light set
Flannel board (used previously)
What Is a Color? (used previously)
A Book of Sizes and Shapes (used previously)
~~Crayons (used previously)~~
Cardboard circle templates (one for each child)
9" X 12" Red construction paper (one sheet for each child)
9" X 12" Yellow construction paper (one sheet for each child)
9" X 12" Green construction paper (one sheet for each child)

Lesson 23

Flannel-board set of numerals (used previously)
The Little Circle by Ann Atwood, New York: Charles Scribner's Sons, 1967.
White adhesive tape
Green Says Go by Ed Emberley, Boston: Little, Brown and Company, 1968.
Flannel-board set of small red, yellow and green circles

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

Placing one Hot Wheels track flat on the floor, the teacher reviews with the children the concepts of fast and slow. Pushing one model car slowly down the track, the teacher asks the group:

(Teacher) "Is the car fast or slow?"

The pupils answer:

(Pupils) "The car is slow."

The teacher makes a second toy car go fast down the track and asks:

(Teacher) "Is the car fast or slow?"

The group answers:

(Pupils) "The car is fast."

Four short tracks are connected to form two long tracks that are placed on a slight incline on the floor. The teacher races two model cars on the tracks, asking:

(Teacher) "One car is faster than the other car. Which car is faster?"

The children answer together:

(Pupils) "The (color) car is faster than the (color) car."

Repeating the two-car race, the teacher asks:

(Teacher) "One car is slower than the other car. Which car is slower?"

The pupils respond:

(Pupils) "The (color) car is slower than the (color) car."

On three long Hot Wheels tracks placed on a slight incline on the floor, the teacher races three model cars and asks:

(Teacher) "Which car is the fastest?"

The children answer together:

(Pupils) "The (color) car is the fastest."

Repeating the race, the teacher asks:

(Teacher) "Which car is the slowest?"

The group answers:

(Pupils) "The (color) car is the slowest."

The teacher leads the group in a review discussion of the streets on which cars travel. Streets lead in many directions, forming corners where they cross. Some cars have to stop at a corner so that the others can pass safely. A picture of a stop sign is shown to the children and its message to drivers is discussed. The traffic light is another device used to tell car drivers when to stop and when to go. The flannel-board traffic signal is displayed as the group discusses the car movements that are required for the different colored "lights." Pointing to the top circle, the teacher identifies the color as:

(Teacher) "The light is red."

After reading about red from the book What Is a Color?, the teacher points again to the "light" on the flannel-board traffic signal and asks:

(Teacher) "What color is the light?"

The children answer:

(Pupils) "The light is red."

All of the red objects in the room are identified and are discussed. The yellow and the green "lights" are then considered in turn. From the book What Is a Color? the pages concerning yellow and green are read. All the objects of those two colors that are in the classroom are discussed.

The teacher asks the group to determine the shape of the "lights." After the children have discussed the possibilities, the teacher traces her finger around one of the "lights" and identifies its shape by saying:

(Teacher) "It is a circle."

Pointing to each of the two remaining "lights," the teacher asks the pupils:

(Teacher) "What shape is it?"

The children answer:

(Pupils) "It is a circle."

From A Book of Sizes and Shapes the pages concerning circles are read and are discussed. Each child is given a crayon, a circle template and a sheet of red, of yellow and of green paper. The pupils are instructed to use the templates to practice making four circles on each of their colored papers. The teacher discusses the children's work with them individually. Pointing in turn to one of the circles on each colored page, the teacher directs the following dialogue with the pupil:

(Teacher) "What shape is it?"

(Pupil) "It is a circle."

(Teacher) "What color is the circle?"

(Pupil) "The circle is red (yellow, green)."

(Teacher) "How many circles are there on the page?"

(Pupil) "There are four circles."

After making the numeral four on each page to represent the four circles drawn there, the teacher asks:

(Teacher) "Which numeral is this?"

The child answers:

(Pupil) "This is the numeral four."

The pupil's name is printed on his work and the pages are added to his Color Book.

The children are led to count the number of "lights" in the traffic signal. The teacher asks:

(Teacher) "How many lights are there?"

The children answer:

(Pupils) "There are three lights."

Lesson 23

The flannel-board numeral three is placed beside the traffic signal to represent the three "lights." The teacher reviews the numeral, asking:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral three."

The fact that a numeral three cannot be used for a set of less than or more than three items is emphasized by the teacher.

The book The Little Circle is read and the story is discussed with the group. The children are given page 21 of the Pupil's Book. The teacher instructs the children to point to the top, the bottom, the left side and the right side of the page. As the pupils are pointing to each part, the teacher asks:

(Teacher) "What part of the page is that?"

The children answer:

(Pupils) "This is the top (bottom, left side, right side) of the page."

The teacher points to each row in turn, identifying it as:

(Teacher, repeated by pupils) "This is the first (second, third) row."

The children are asked to repeat the identification of the rows.

Pointing to each numeral on the page, the teacher asks:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "This is the numeral one (two, three)."

The numeral one in the first row represents the one circle pictured in that row. The children are given crayons and are instructed to draw in the second row the number of circles specified by the numeral two. The procedure is repeated in the third row with the numeral three and three circles. The circle templates are not used at this time.

The teacher discusses each child's work with him individually, pointing in turn to the numerals and asking:

Lesson 23

(Teacher) "Which numeral is this?"

The pupil answers:

(Pupil) "This is the numeral one (two, three)."

After the child has identified the numeral, the teacher asks him to count the circles in that row:

(Teacher) "How many circles are there?"

The child answers:

(Pupil) "There are one (two, three) circles."

Activity 2

The group discusses the arrangement of the "lights" on the traffic signal outline. After removing the colored circles, the teacher leads the children to replace them in the correct order. The pupils discuss the entire traffic signal, including the meaning of each of the lights and the basic safety rules for crossing streets:

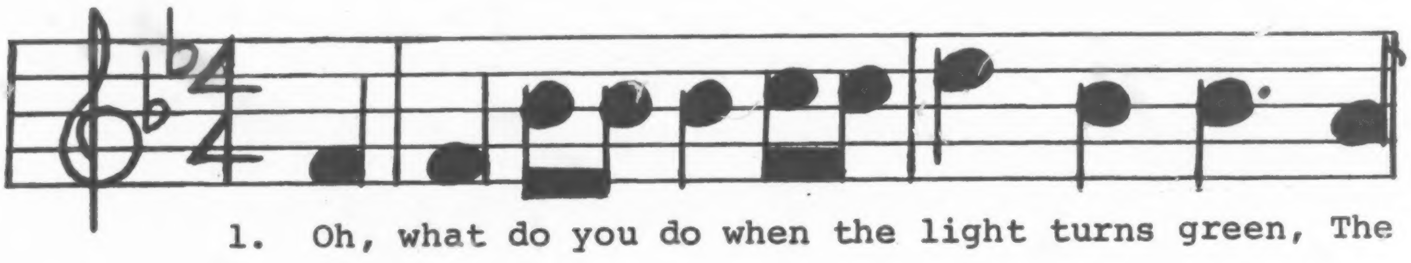
1. Stop for the yellow and the red lights.
2. Walk with the green light.
3. Always look in both directions before crossing the street.
4. Walk between the two white lines on the street.
5. If a policeman is present, wait for his help to cross the street.

The teacher sings the following song to the tune of "The Muffin Man," repeating it several times as the children join in the singing.

"What Do You Do?"

Mary Jaye

Old Game Song



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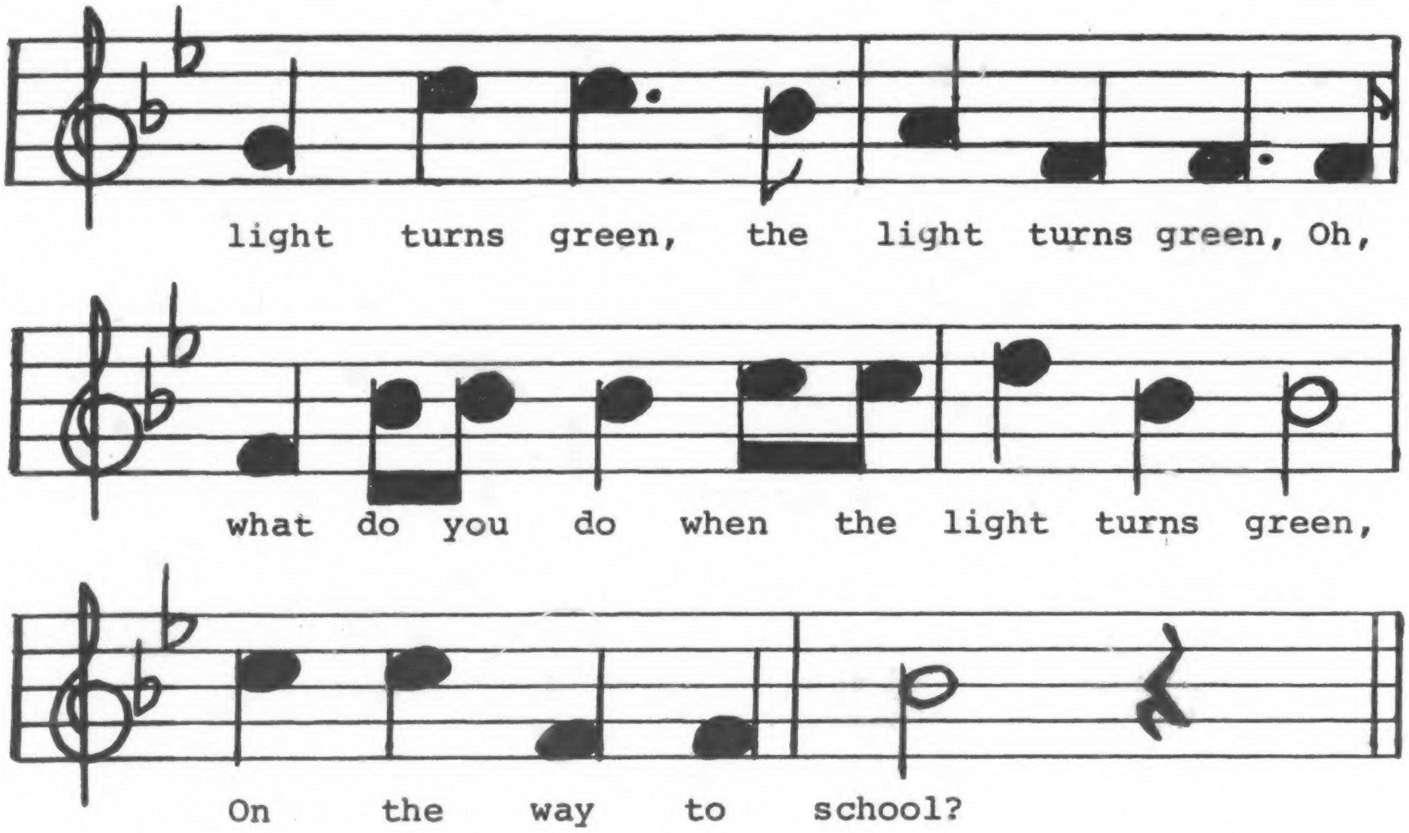
Lesson 23

"What Do You Do?" (cont'd)


light turns green, the light turns green, Oh,
what do you do when the light turns green,
On the way to school?

2. You cross the street when the light turns green,
   Etc.

3. Oh, what do you do when the light turns red,
   Etc.

4. You stop and wait when the light turns red,
   Etc.

5. Oh, what do you do when the light turns yellow,
   Etc.

6. You do not cross when the light turns yellow,
   Etc.

After removing the yellow and the green circles, leaving only the red circle in the flannel-board traffic signal, the teacher asks the children to line up as if they were going to cross a street. White adhesive tape is used to make on the floor the two lines forming a crosswalk. When the teacher places the green circle in the traffic signal, the pupils are instructed to look in both directions and then to walk across the "street." The practice is continued as the teacher changes the "light" to yellow, instructing the children to wait. The colors are repeated in the same order that they appear in a real traffic signal. The teacher directs the following dialogue during the exercise.

(Teacher) "What does the red light mean?"

(Pupils) "The red light means stop."

(Teacher) "What does the green light mean?"

(Pupils) "The green light means go."

(Teacher) "What does the yellow light mean?"

(Pupils) "The yellow light means wait."

Individual children take turns changing the "lights" in the flannel-board traffic signal and asking the questions:

(Pupil) "What does the red (green, yellow) light mean?"

The group performs the action indicated by each "light" and answers:

(Pupils) "The red light means stop."
"The green light means go."
"The yellow light means wait."

If time permits, individual children are given turns to perform the action of the "light" placed in the traffic signal by a classmate and to answer the corresponding question.

The book Green Says Go is read and is discussed with the children.

Activity 3

With all three circles replaced in the flannel-board traffic signal, the teacher describes and discusses the arrangement of the colors as being "above" and/or "below" each other. Three sets of two circles each are placed from left to right on the flannel board. The circles are arranged in order:

red	green	yellow
yellow	red	green

The teacher directs the following exercise:

1. Pointing to the red circle in the first set, the teacher identifies it by saying:

(Teacher) "The red circle is above the yellow circle."

This identification is repeated with the top circles of the remaining two sets.

Lesson 23

2. The teacher points again to the first set of circles and asks:

(Teacher) "Which circle is above the yellow circle?"

The group answers:

(Pupils) "The red circle is above the yellow circle."

The dialogue is repeated for the remaining two sets.

3. The teacher points once more to the first set of circles, asking:

(Teacher) "Where is the red circle?"

The children answer:

(Pupils) "The red circle is above the yellow circle."

This dialogue is repeated for the two remaining sets of figures.

4. After randomly rearranging the circles in the sets, the teacher points to one of the three top circles and asks each child in turn:

(Teacher) "Where is the (red, yellow, green) circle?"

The pupil answers:

(Pupil) "The (red, yellow, green) circle is above the (red, yellow, green) circle."

The responses will vary depending upon the arrangement of the set of circles to which the teacher is pointing.

Referring to the flannel-board traffic signal, the teacher asks the group:

(Teacher) "Where is the red (yellow) circle?"

The children reply:

(Pupils) "The red (yellow) circle is above the yellow (green) circle."

The positions of the red and the yellow circles above the yellow and the green circles in the traffic signal are reviewed.

The teacher places three different sets of circles on the flannel board. The circles are arranged in order:

yellow	green	red
red	yellow	green

The following exercise is directed by the teacher:

1. Pointing to the red circle in the first set, the teacher identifies it by saying:

(Teacher) "The red circle is below the yellow circle."

This identification is repeated with the bottom circles of the remaining two sets.

2. The teacher points again to the first set of circles and asks:

(Teacher) "Which circle is below the yellow circle?"

The group answers:

(Pupils) "The red circle is below the yellow circle."

The dialogue is repeated for the remaining two sets.

3. The teacher points once more to the first set of circles, asking:

(Teacher) "Where is the red circle?"

The children answer:

(Pupils) "The red circle is below the yellow circle."

The dialogue is repeated for the two remaining sets of figures.

4. After randomly rearranging the circles in the sets, the teacher points to one of the three bottom circles and asks each child in turn:

(Teacher) "Where is the (red, yellow, green) circle?"

The pupil answers:

(Pupil) "The (red, yellow, green) circle is below the (red, yellow, green) circle."

The responses will vary depending upon the arrangement of the set of circles to which the teacher is pointing.

Referring again to the flannel-board traffic light, the teacher reviews with the group the positions of the yellow and the green circles below the red and the yellow circles.

Lesson 23

The teacher leads the children in reviewing the song "What Do You Do?"

NOTE:

If a traffic signal is located near the school, the class will benefit from taking a walk during which the children watch the signal and cross the street on the green light.

Lesson 23

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. Each child is given a paper with a long horizontal line drawn on it. The group is led to discuss the appearance of the line and to define the positions indicated by the words "above" and "below." The pupils are given red, yellow, green, blue and purple crayons. The teacher gives a variety of instructions, such as: "Draw a yellow circle above the line," "Draw a blue circle above the yellow circle," "Draw a green circle below the blue circle," etc. The positions "next to" and "between" can be included in the activity. The teacher discusses each child's work with him individually.

2. The poem "Stop—Go" is read and is discussed with the class.

"Stop—Go"

Automobiles
In
  a
   row
Wait to go
While the signal says:
                                    STOP

Bells ring
Tingaling
Red light's gone!
Green light's on!
Horns blow!
And the row
Starts
      to
         GO

Dorothy Baruch

3. Each child is given scissors, colored paper, white glue, crayons and a sheet of newsprint to use in making a picture of objects which are shaped like circles or which have circles as parts of their structures. The pupils cut out circles of various sizes and colors to combine with their drawings. The teacher discusses each child's work with him individually while encouraging him to speak freely.

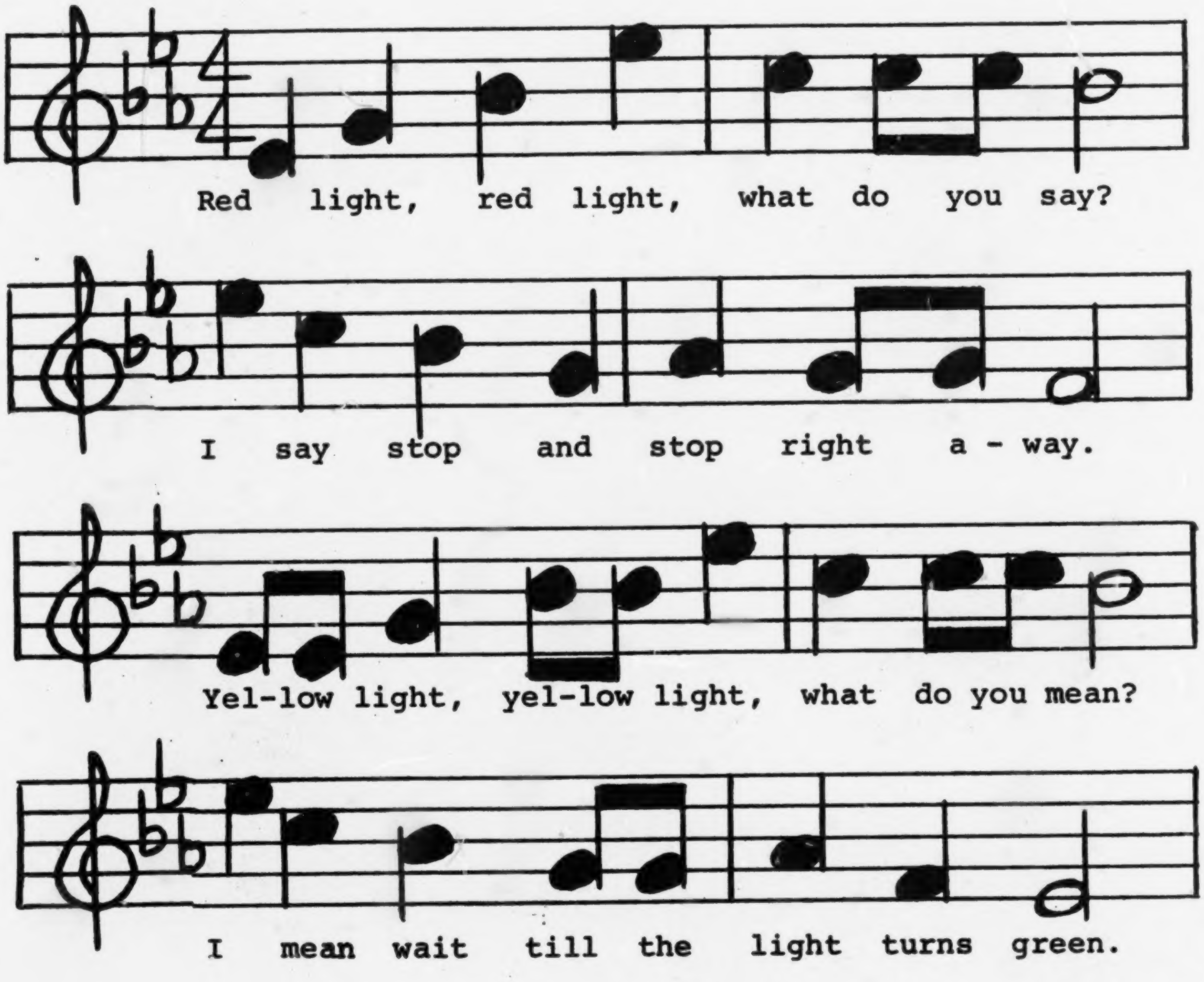
4. The pupils are given large sheets of newsprint along with red, yellow and green felt-tip pens. The teacher leads the group in a review discussion of safety habits which apply to crossing streets. The children are instructed to make pictures of the rules for crossing streets safely. Each pupil describes his work to the class.

5. The teacher instructs the children to heavily color their entire sheets of newsprint with bright red, yellow and green. The pupils then color their papers completely black. The positions "above" and "below" are reviewed in a discussion of the bright colors as contrasted to the black. Using nail files, the children etch pictures of items composed of circles. The bright colors "below" will then show through the black "above." Each child's work is discussed with him individually.

6. The teacher sings one or both of the following songs, repeating each of them while the children learn the words.

"Red, Yellow, Green Light"

John S. Murray John S. Murray


Red light, red light, what do you say?
I say stop and stop right a - way.
Yel-low light, yel-low light, what do you mean?
I mean wait till the light turns green.

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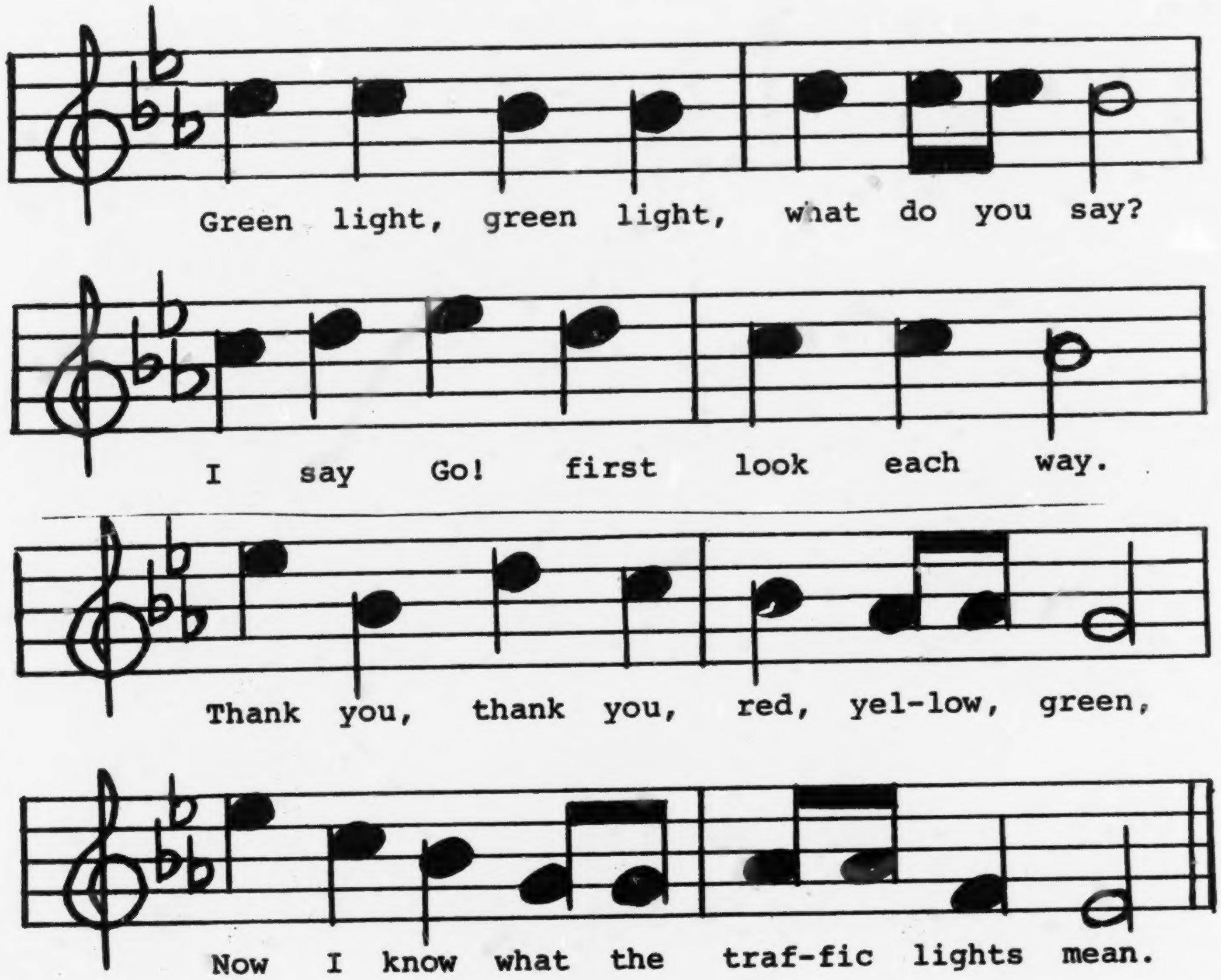
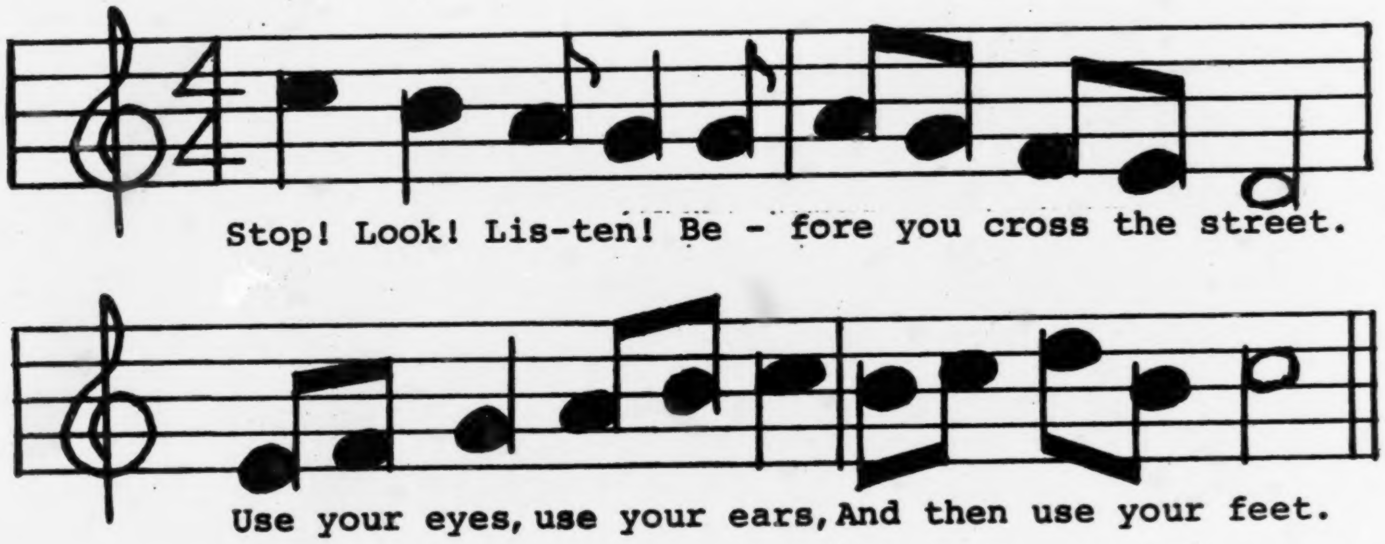
"Red, Yellow, Green Light" (cont'd)


Green light, green light, what do you say?
I say Go! first look each way.
Thank you, thank you, red, yel-low, green,
Now I know what the traf-fic lights mean.

"Stop! Look! Listen!"

John S. Murray

John S. Murray


Stop! Look! Lis-ten! Be - fore you cross the street.
Use your eyes, use your ears, And then use your feet.

Lesson 23

7. One or several of the following filmstrips are used in correlation with the concepts studied in the lesson.

"This Is Green," Santa Monica, California: BFA Educational Media. (8mm Filmstrip from "This Is Color" Series)

"This Is Red," Santa Monica, California: BFA Educational Media. (8mm Filmstrip from "This Is Color" Series)

"This Is Yellow" Santa Monica, California: BFA Educational Media. (8mm Filmstrip from "This Is Color" Series)

Lesson 23

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Stop sign

Top

Bottom

Change - Changing - Changed

Go

Stop

Cross - Crossing - Crossed

Across

Crosswalk

When

Again

Look - Looking -Looked

See - Seeing - Saw

No

Yes

UNIT FIVE

"Community Helpers"

Lessons 24-30

SEQUENTIAL OUTLINE OF SUBJECT MATTER

I. Knowledge of policemen

   A. Understanding of major concern: traffic safety

      1. Recognition of policemen assisting pedestrians at intersections

         a. Identification of lines forming crosswalk
            (1) Recognition of line as geometric figure
            (2) Reproduction of figure
         b. Dramatization of activity

      2. Specification of other duties: assisting lost persons, directing traffic, enforcing highway laws, arresting criminals, protecting persons, etc.

   B. Cognition of general appearance

      1. Identification of blue uniform

      2. Understanding of use of whistle and white gloves

      3. Representation of appearance

   C. Recognition of special police car

      1. Imitation of siren sound

      2. Specification of movement direction of wheels and flashing light—around

      3. Imitation of revolving motion

II. Knowledge of firemen

   A. Understanding of major concern: fire safety and prevention

   B. Cognition of general appearance and duties

      1. Consideration of uniforms

         a. Understanding of need for hard, wide-brimmed hat, rubber coat and boots
         b. Recognition of specific color black
         c. Representation of appearance

2. Discrimination among variety of jobs: chief, driver, hoseman, axeman, etc.
3. Association of five firemen with numeral five

C. Recognition of fire trucks

1. Imitation of siren sound
2. Specification of movement direction of wheels and flashing light—around
3. Imitation of revolving motion
4. Identification of positions: up, down, on, off
5. Representation of appearances

D. Consideration of fire station

1. Recognition of sleeping facilities for firemen
2. Specification of sequence of activities following alarm
3. Dramatization of activities

III. Knowledge of doctors and nurses

A. Understanding of major concern: health care

B. Cognition of general appearances and duties

1. Consideration of uniforms
    a. Recognition of specific color white
    b. Association of white with cleanliness
2. Specification of nurses' duties: caring for patients, giving shots, checking temperature and heartbeat, assisting doctors
3. Identification of doctors' duties: curing sickness and injury using a variety of methods including medicine, therapy, surgery, casts, etc.
4. Representation of appearances
5. Association of six pills with numeral six

C. Recognition of ambulances and hospitals

1. Review of sirens and revolving lights

2. Comparison of emergency hospitalization to regular admittance

3. Identification of variety of hospital rooms

IV. Knowledge of dentists

A. Understanding of major concern: teeth care

B. Cognition of general appearance and duties

1. Consideration of uniform

a. Review of color white
b. Association of white with cleanliness

2. Specification of duties: checking and cleaning teeth, filling cavities, pulling teeth, etc.

3. Representation of appearance

C. Imitation of proper techniques for brushing teeth

V. Enumeration of good health habits recommended by both doctors and dentists

VI. Knowledge of postmen

A. Recognition of letters, envelopes and stamps

1. Specification of use of items

2. Identification of rectangle

a. Determination of resemblance to envelopes and stamps
b. Reproduction of shape

3. Identification of square

a. Determination of resemblance to envelopes and stamps
b. Reproduction of shape

4. Association of seven letters with numeral seven
5. Association of eight letters with numeral eight
6. Enumeration of set of fifty letters
7. Identification of letter positions in relation to mailbox—in, out

B. Cognition of general appearances and duties

1. Consideration of uniforms
    a. Review of color blue
    b. Comparison with policeman's uniform
    c. Identification of brown mail bag
2. Specification of duties: canceling, sorting and delivering mail
3. Representation of appearance

C. Understanding of variety of means for mail delivery

1. Identification of urban postman walking to deliver mail
2. Recognition of rural postman driving a mail car to deliver mail to mail boxes
3. Specification of mail truck for mail transportation between post offices

D. Consideration of post offices

1. Understanding of need for addresses on mail
2. Description of sorting processes
3. Comparison of urban mail routes with rural mail routes

VII. Understanding that all community helpers are family members

LISTENING SKILLS

1. Answer questions correctly.
2. Discuss books and poems that have been read to the class.
3. Follow directions.

   Examples:

   a. Practice the procedure for brushing teeth as directed.

   b. Perform the action when instructed, "Put (number) letters in the mailbag," or "Take (number) letters out of the mailbag."

   c. Complete Pupil's Book pages as instructed.

   d. Play games as directed.
4. Participate in class discussions and dramatizations.
5. Develop auditory discrimination.

   Examples:

   a. Imitate siren sounds.

   b. Describe sounds heard during field trips to a fire station and to a post office.

LANGUAGE SKILLS

1. Command the expanded vocabulary gained by a study of community helpers.

2. Answer questions by using complete sentences.

   Examples:

   a. State, "This is the numeral (five, six, seven, eight)," in response to the question, "Which numeral is this?"

   b. State, "That is a corner," in response to the question, "What is this?"

   c. State, "She is a nurse," in response to the question, "Who is she?"

   d. State, "He is a doctor," in response to the question, "Who is he?"

   e. State, "He is a dentist," in response to the question, "Who is he?"

   f. State, "I have a toothbrush (tube of toothpaste)," in response to the question, "What do you have?"

   g. State, "He is a postman," in response to the question, "Who is he?"

   h. State, "I live at (address)," in response to the question, "Where do you live?"

   i. State, "I have a (an) letter (envelope)," in response to the question, "What do you have?"

   j. State, "I need a stamp," in response to the question, "What do you need?"

   k. State, "That is a (kind) truck," in response to the question, "What kind of truck is this?"

3. Express pertinent ideas in class discussions.

   Examples:

   a. State in own words a good health habit when asked, "What can you do to take care of your body?"

   b. State in own words a good health habit when asked, "What can you do to take care of your teeth?"

   c. Answer in own words the questions, "What happened (first, second, third, last)?"

4. Describe personal artwork.

5. Ask questions correctly.

6. Participate in class dramatizations.

7. Use appropriate singular and plural forms of nouns, pronouns and verbs.

   Examples:

   a. State, "There is (are) (number) fire truck(s)," in response to the question, "How many fire trucks are there?"

   b. State, "There is (are) (number) fireman (firemen)," in response to the question, "How many firemen are there?"

   c. State, "That (Those) is (are) (a) tooth (teeth)," in response to the question, "What is (are) this (these)?"

   d. State, "There is (are) (number) letter(s)," in response to the question, "How many letters are there?"

8. Correlate personal pronouns with objects and verb forms.

   Examples:

   a. State, "He (She) is a policeman (fireman, doctor, nurse, dentist, postman)," in response to the question, "Who is he (she)?"

   b. State, "I am going around," in response to the question, "Which way are you going?"

   c. State, "I put (took) (number) letters in (out of) the mailbag," in response to the question, "How many letters did you put in (take out of) the mailbag?"

   d. State, "You put (took) the letters in (out of) the mailbag," in response to the question, "What did I do with the letters?"

   e. State, "He (She) put (took) (number) letters in (out of) the mailbag," in response to the question, "How many letters did he (she) put in (take out of) the mailbag?"

9. Use specific descriptive words.

   Examples:

   a. State, "His boots are black," in response to the question, "What color are his boots?"

   b. State, "The doctor's (nurse's) clothes are white," in response to the question, "What color are the doctor's (nurse's) clothes?"

   c. State, "That is a (kind) truck," in response to the question, "What kind of truck is this?"

   d. State, "It is (color)," in response to the question, "What color is it?"

10. Adjust present tense verbs to describe past actions.

    Examples:

    a. State, "He went up (down) the ladder," in response to the question, "Which way did he go on the ladder?"

    b. State, "I brushed my teeth," in response to the question, "What did you do?"

    c. Answer in own words the questions, "What happened first (second, third, last)?"

    d. State, "I (You, He, She) put (took) (number) letters in (out of) the mailbag," in response to the question, "How many letters did you (I, he, she) put in (take out of) the mailbag?"

11. Use words denoting position, direction and location.

    Examples:

    a. State, "I am going around," in response to the question, "Which way are you going?"

    b. State, "The light goes around," in response to the question, "Which way does the light go?"

    c. State, "The middle light is yellow," in response to the question, "What color is the middle light?"

    d. State, "The top light is red," in response to the question, "What color is the top light?"

e. State, "The bottom light is green," in response to the question, "What color is the bottom light?"

f. State, "This is the numeral (five, six, seven, eight)," in response to the question, "Which numeral is this?" (each child holds a numeral)

g. State, "That is the numeral (one-eight)," in response to the question, "Which numeral is this?" (the numeral is held at the front of the class)

h. State, "The fireman is on (off) the fire truck," in response to the question, "Where is the fireman?"

i. State, "The ladder is up (down)," in response to the question, "Is the ladder up or down?"

j. State, "He is going up (down) the ladder," in response to the question, "Which way is he going on the ladder?"

k. State, "That is the (top, bottom, left side, right side) of the page," in response to the question, "What part of the page is this?"

l. State, "This is the (first, second, third) row," in response to the question, "Which row is this?"

m. State, "This is the (first, second, third, last) picture," in response to the question, "Which picture is this?"

n. State, "The letters are in (out of) the mailbag," in response to the question, "Where are the letters?"

12. Use possessive forms of nouns and pronouns.

Examples:

a. State, "His clothes are blue," in response to the question, "What color are the policeman's clothes?"

b. State, "His boots are black," in response to the question, "What color are his boots?"

c. State, "The doctor's (nurse's) clothes are white," in response to the question, "What color are the doctor's (nurse's) clothes?"

READING READINESS SKILLS

1. Distinguish positions, directions and locations.

   Examples:

   a. Move from left to right across the page while completing the Pupil's Book activities.

   b. Discriminate between the top, the middle and the bottom positions.

   c. Recognize a revolving motion.

   d. Discriminate between upward and downward movements.

   e. Identify the first, second and third rows.

   f. Recognize an object that is positioned in another item as compared to one that is located out of a second item.

2. Determine likenesses and differences.

   Examples:

   a. Select identical pictures of community helpers.

   b. Distinguish between colors.

   c. Draw geometric figures that are identical to model shapes.

   d. Distinguish between geometric figures.

3. Develop visual discrimination.

   a. Identify a line.

   b. Recognize a corner.

   c. Specify the number of objects or persons in a group.

   d. Identify the following geometric shapes: circle, triangle, square and rectangle.

   e. Recognize the following colors: orange, brown, gray, blue, purple, red, yellow, green, black and white.

PROJECT LANGUAGE

LEVEL II

Lesson 24

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown the flannel-board traffic signal and asked, "What color is the middle light?" each child answers, "The middle light is yellow."
2. When shown a straight line and asked, "What is it?" each child answers, "It is a line."
3. When instructed to turn around and around and asked, "Which way are you going?" each child performs the action and says, "I am going around."

MATERIALS:

Flannel board (used previously)
Flannel-board traffic signal (used previously)
Crayons (used previously)
My Friend, the Policeman by Sylvia Tester, Elgin, Illinois: David C. Cook Publishing Company, A Show and Tell Book, 1967.
White adhesive tape (used previously)
Small rulers (one for each child)
9" X 12" Newsprint (one sheet for each child)
A Book of Sizes and Shapes (used previously)
Community Helpers Puppet Playmates Set
Model police car
White gloves (one pair)
Whistles (one for each child)
12" X 18" Newsprint (one sheet for each child)

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher leads the group in singing the song "What Do You Do?" that was learned in the previous lesson. Traffic lights and basic safety rules are reviewed in a discussion with the pupils.

Using the flannel-board traffic signal, the teacher reviews the arrangement of the "lights" by directing the following dialogue:

(Teacher) "Where is the red circle?" (pointing to the red "light")

(Pupils) "The red circle is above the yellow circle."

(Teacher) "Where is the yellow circle?" (pointing to the yellow "light")

(Pupils) "The yellow circle is below the red circle."
"The yellow circle is above the green circle."

(Teacher) "Where is the green circle?" (pointing to the green "light")

(Pupils) "The green circle is below the yellow circle."

Pointing to the top "light," the teacher asks:

(Teacher) "What color is the top light?"

The children answer:

(Pupils) "The top light is red."

The group discusses the position indicated by the word "top" and identifies the various objects in the classroom which are in a "top" location. The teacher points to the bottom "light" and asks:

(Teacher) "What color is the bottom light?"

The children answer:

(Pupils) "The bottom light is green."

The position indicated by the word "bottom" is discussed as various classroom objects are identified as being in a "bottom" location. The teacher points to the yellow "light," identifying it as:

(Teacher) "The middle light is yellow."

The "middle" position is discussed with the group and the various classroom objects in such a location are identified. The children are asked:

(Teacher) "What color is the middle light?"

They answer:

(Pupils) "The middle light is yellow."

Lesson 24

Each child is given page 22 of the Pupil's Book along with red, yellow and green crayons. The teacher gives the following directions:

(Teacher) "Color the top light red."
"Color the middle light yellow."
"Color the bottom light green."

After a brief review of the positions of the "lights," the pupils are instructed to make a green X through the circle that is above the yellow circle. The children are next asked to make a red X through the circle that is below the yellow circle. The teacher instructs the pupils to make both a red X and a green X on the middle circle. Each child's work is discussed with him individually.

The children are asked to think of a person who wears a special uniform and who often helps people cross the street. The teacher assists the pupils to identify that person by reading the first page of My Friend, The Policeman and by discussing it with the group.

Sometimes, there is a traffic signal at the corner so the policeman helps children cross the street with the green light. Where there is only a stop sign, or no signal at all, the policeman stops the traffic for pedestrians to cross the street. The teacher emphasizes the white lines across a street—the "crosswalk." People should always walk between those lines as they cross from one side of the street to the other side. The teacher uses white adhesive tape to make two long lines across a pretend street. Pointing to one of the lines, the teacher identifies it as:

(Teacher) "It is a line."

The children practice walking "between" the lines as they do when crossing streets. They also walk "on" one of the lines, reviewing that position.

Each child is given a sheet of newsprint, crayons and a ruler. The teacher instructs the pupils to place the ruler on the paper and to draw along the edge, making a line. The pages concerning lines are read from A Book of Sizes and Shapes. The various visible lines in the classroom are identified and are discussed. After the children use the rulers to make many lines on their papers, the teacher instructs them to point to one of the lines. While the pupils are pointing to a line, the teacher asks:

(Teacher) "What is it?"

The children respond:

(Pupils) "It is a line."

Each child is given page 23 of the Pupil's Book and is asked to point in turn to the top, the bottom, the left side, the right side, the first row and the second row of the page. The figures in the first row are identified as a circle and as a straight line. Emphasis is given to the fact that the circle is formed by a line. The teacher instructs the children to point to the straight line and to make it green by using their crayons to draw a green line over it. In the second row, the pupils are asked to draw one long red line without using the rulers. The teacher discusses each child's work with him individually, pointing to a line and asking:

(Teacher) "What is it?"

The child answers:

(Pupil) "It is a line."

Activity 2

The teacher reads the entire book My Friend, The Policeman and discusses with the children the various duties of a policeman, such as: directing traffic; helping people who have had accidents; stopping those persons who have disobeyed the laws; finding lost people; keeping houses, buildings and streets safe; etc. The policeman puppet playmate is shown to the pupils as the special blue uniform is discussed. The teacher asks:

(Teacher) "What color are the policeman's clothes?"

The children answer:

(Pupils) "His clothes are blue."

After demonstrating the use of the puppet, the teacher leads the children in playing the "Mr. Policeman" game learned in Lesson 15. The puppet is used in turn by each child as he plays the role of "Mr. Policeman." When the game is finished, the ways in which a policeman really does help lost children are discussed with the group.

Activity 3

The model police car is shown to the children as its siren, appearance and use are emphasized in a discussion. The teacher asks:

(Teacher) "What color is the car?"

The children answer:

(Pupils) "The car is blue."

At times, the policeman must go very fast to help someone. The light on the top of the car goes around while the siren blows. The light and the sound tell drivers and pedestrians to move from the policeman's path. The children are led to imitate the sound of a siren. The model police car is turned on so that the children can watch the light and can hear the siren.* The teacher points to the revolving light, saying:

(Teacher) "The light goes around."

After discussing the motion of the light, the teacher asks:

(Teacher) "Which way does the light go?"

The children answer:

(Pupils) "The light goes around."

The children are instructed to stand and to imitate the light by going around and around. The teacher asks each child:

(Teacher) "Which way are you going?"

The child answers:

(Pupil) "I am going around."

The group is led to discuss various things such as wheels which move "around."

Since the policeman often directs traffic, the teacher discusses with the pupils how it is done. The policeman blows his whistle and wears white gloves in order to be heard and to be seen more easily by the drivers. Additional tape lines are made on the floor to connect with those made earlier in the lesson. Four crosswalks are needed to form an imaginary intersection. The corners are emphasized as the teacher points to them in turn, saying:

*NOTE:

If a model police car with a working light and siren is unavailable, these aspects of the car should be considered more thoroughly in the discussion. The children will enjoy an opportunity to be pretend police cars—going fast, sirens blowing and lights revolving.

Lesson 24

(Teacher) "This is a corner."

After discussing the shape of the corners, the teacher again points to each of them and asks:

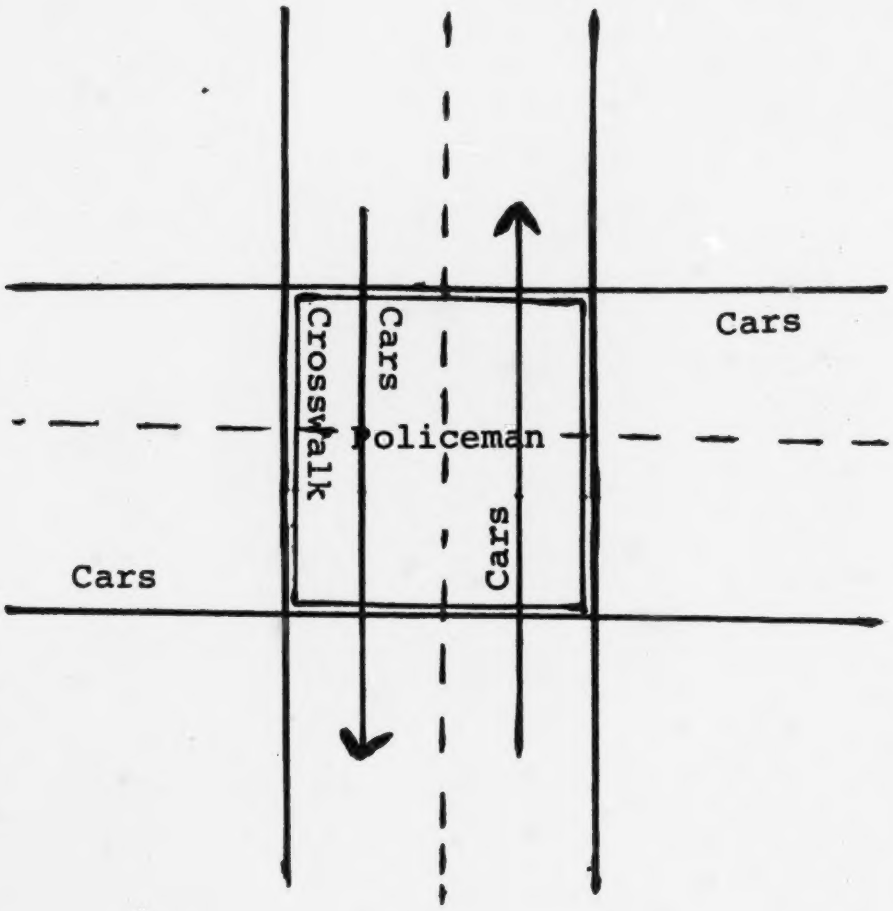
(Teacher) "What is this?"

The children answer:

(Pupils) "That is a corner."

The "lines" of the crosswalks are reviewed by the teacher.

Imaginary streets leading out of the intersection are identified. Eight children are asked to be "cars"—two on each "street" leading into the "intersection." One child is selected to put on the policeman puppet, to wear white gloves, to use a whistle and to stand in the center of the "intersection." Using his hand and whistle, the "policeman" directs each group of "cars" to move in turn across the "street."



As the "policeman" directs, the "cars" (represented in the diagram on the previous page) follow the direction of the arrows through the "intersection." The "policeman" then assists the remaining "cars" to cross the "street" in a similar manner.

Four or five children are asked to be "pedestrians." The "policeman" directs the "traffic" while helping the "pedestrians" cross the "street." The procedure is continued until all of the children have had turns to walk across the "street," to be "cars" and to be the "policeman."

At least one time, a child is asked to be a pretend police car with its siren blowing and its light flashing. All other "cars" and "pedestrians" must allow it the right of way.

The children are given crayons and sheets of newsprint to use in making a picture of their friend, the policeman. The teacher discusses each child's picture with him individually while encouraging him to speak freely.

NOTE:

The children will enjoy and will benefit from a local policeman's visit to the classroom. He can arrive in his police car, wear his uniform and discuss safety with the class.

Lesson 24

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

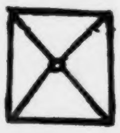
1. The teacher leads the children in a discussion of all the different kinds of people a policeman might help during a typical day at work. The responses of the pupils are recorded on a story chart in story form. Each child selects one incident in the story to illustrate, using crayons (or tempera paints) and newsprint. The teacher discusses the pupils' work with them individually. When all the children have finished, the pictures are collected and are placed in a sequential order. The story is printed on the pages of the book. The teacher reads the story to the class and asks each child to describe his picture.

2. The group discusses corners and the intriguing variety of surprises that can be discovered "around" them. Each child is encouraged to imagine what he would most like to find as he turns a corner. The pupils secretly paint pictures of their ideas and then take turns standing around a pretend corner. A classmate is selected to turn the "corner," to look at the picture and to tell what he found.

3. The following poem is read and is discussed with the group.

> P's the proud Policeman
> With buttons polished neat.
> He's pleased to put his hand up
> When you want to cross the street.
> By daylight he protects you;
> He protects you through the dark,
> And he points the way politely
> To the playground or the park.
>
> Phyllis McGinley

4. Each child is given a square piece of colored paper with dark lines drawn from each corner to a small circle in the center.



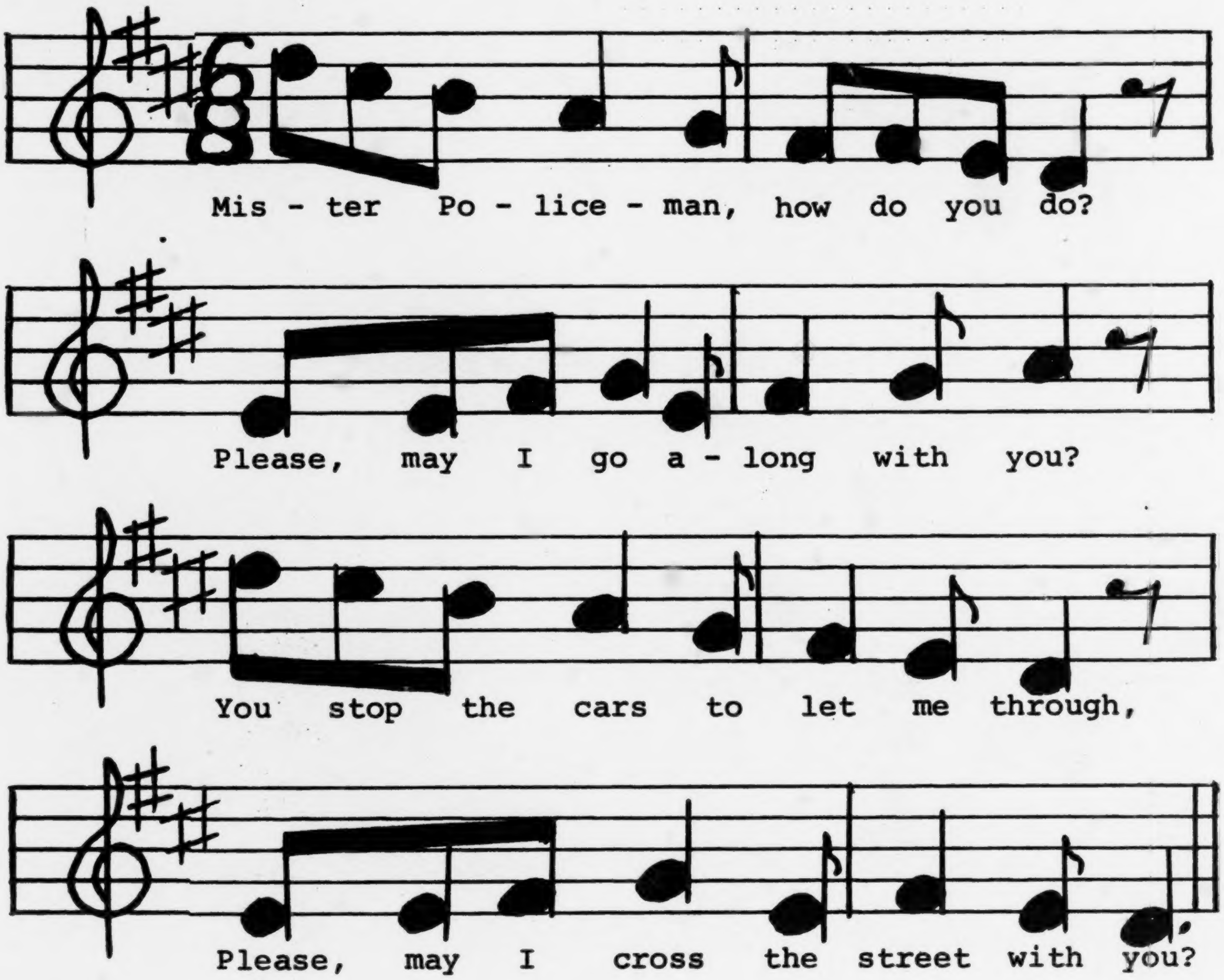
The pupils are instructed to cut on the lines and to stop at the circle. The teacher assists the children to turn the tip of every other cut edge to the center and glue it. When the four points have been attached to the center circle, the entire structure is pinned to the eraser of an unsharpened pencil. The pupils will enjoy watching the wind turn the pinwheels as the class reviews the direction of motion indicated by the word "around."

5. The teacher sings one or both of the following songs, repeating each of them while the children learn the words.

"Mister Policeman"

Marion K. Seavey
Gertrude E. McGunigle

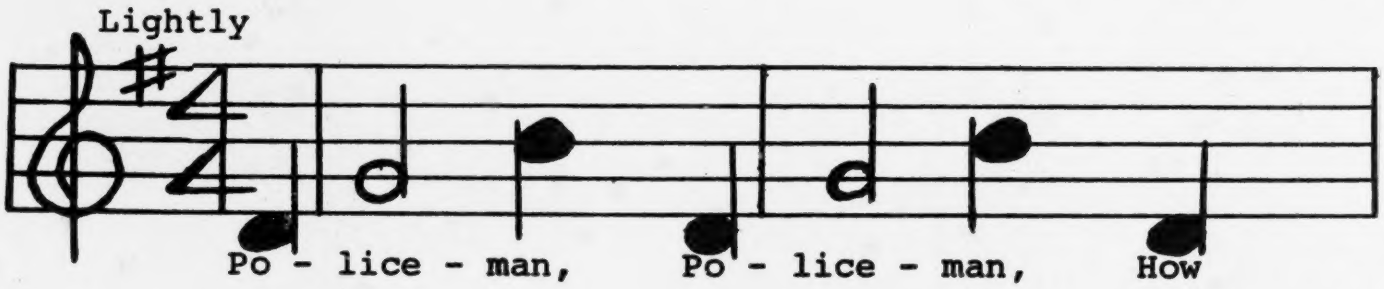
Arranged by Darrell Peter


Mis - ter Po - lice - man, how do you do?
Please, may I go a - long with you?
You stop the cars to let me through,
Please, may I cross the street with you?

"Policeman"

Louise B. Scott

Lucille F. Wood



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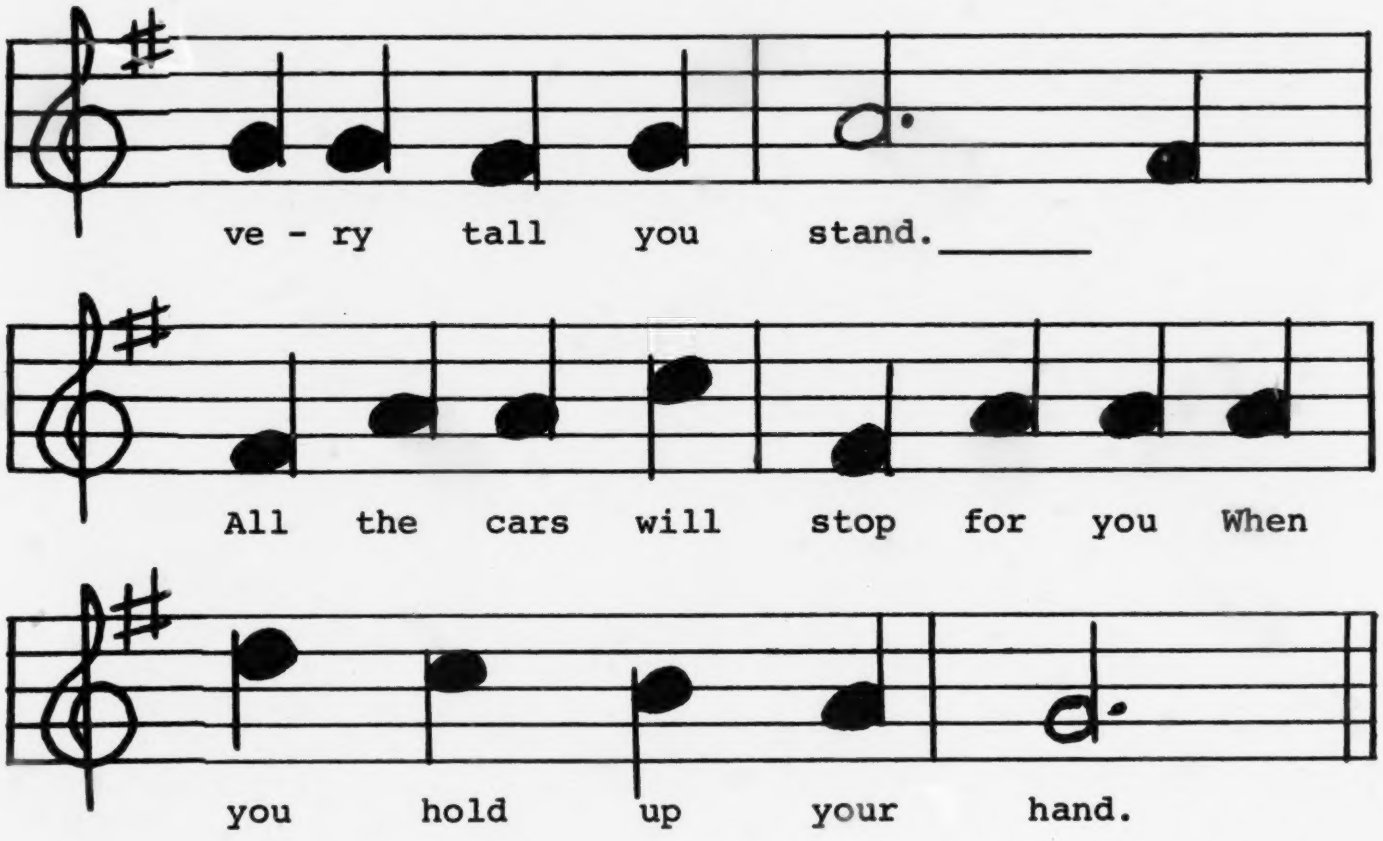
Lesson 24

"Policeman" (cont'd)



2. Policeman, Policeman,
Wouldn't it be grand
If all the cars would stop for me
When I hold up my hand?

6. One or several of the following books, records and filmstrips are used in correlation with the concepts studied in the lesson.

Safety for Little Persons by Virginia Parkinson, Chicago: Harvey House, 1969.

"Let's Be Policemen," New York: Educational Record Sales. (Record)

"The Police Department," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Who Helps Us" Series)

"Policeman Walt Learns His Job," Los Angeles, California: Bailey Film Associates. (Color film)

"Shapes and Positions," Santa Monica, California: BFA Educational Media. (8mm Filmstrip)

Lesson 24

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

- Whistle
- Clothes
- Police car
- Siren
- Flashing
- Policeman
- Stand - Standing - Stood
- Stop - Stopping - Stopped
- Blow - Blowing - Blew
- Corner
- Around
- Across
- Between
- Go - Going - Went
- Direct - Directed
- Motion - Motioned

PROJECT LANGUAGE

LEVEL II

Lesson 25

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When given a numeral five and asked, "Which numeral is this?" each child answers, "This is the numeral five."

2. When shown a picture of a fireman's black boots and asked, "What color are his boots?" each child answers, "His boots are black."

3. When shown a picture of a fireman who is on a fire truck and asked, "Where is the fireman?" each child answers, "The fireman is on the fire truck."

4. When shown a picture of a fireman who is not on a fire truck and asked, "Where is the fireman?" each child answers, "The fireman is off the fire truck."

MATERIALS:

Flannel board (used previously)
Instructo flannel-board set, "Community Helpers"
Model police car (used previously)
Instructo flannel-board set, "Cars and Trucks"
The Great Big Fire Engine Book by T. Gergely, New York: The Golden Press, 1950.
Flannel-board set of numerals (used previously)
Model fire truck
9" X 12" Red construction paper (one sheet for each child)
Crayons (used previously)
My Friend, the Fireman, by Sylvia Tester, Elgin, Illinois: David C. Cook Publishing Company, A Show and Tell Book, 1968.
Set of cardboard or sandpaper numeral fives (one numeral for each child)
What is a Color? (used previously)
9" X 12" Black construction paper (one sheet for each child)

TIME: This lesson is planned for a two-hour period.

Lesson 25

PROCEDURE:

Activity 1

The flannel-board picture of a policeman is placed on the flannel board while his appearance and public services are reviewed with the group. The teacher discusses with the children the fact that the policeman is a father or a big brother who lives with his family in a house in the city or in the country. The model police car is turned on and the pupils are asked to imitate the motion of the light and the wheels going "around." The teacher asks in review:

(Teacher) "Which way are you going?"

The children respond:

(Pupils) "I am going around."

The teacher asks the children to name other vehicles which use revolving wheels and lights. A most familiar truck with a flashing light and a siren is the fire truck used by firemen when they must hurry to a fire.

A flannel-board picture of a fire engine is placed on the flannel board and is identified by the teacher as:

(Teacher) "This is a fire truck."

The identification is repeated as another fire engine picture is displayed. The pupils are led to discuss the functions of the trucks that are fire-fighting equipment used by firemen to help people just as the police car is used by the policemen. The fireman, like the policeman, is a father or a big brother who lives with his family in a house in a city or in the country.

The teacher reads The Great Big Fire Engine Book to the children, encouraging them to share the excitement described. Pointing to the two pictures of fire trucks on the flannel board, the teacher asks in review:

(Teacher) "What are these?"

The pupils answer:

(Pupils) "Those are fire trucks."

The teacher removes one picture from the flannel board and describes the remaining truck by saying:

(Teacher) "There is one fire truck."

Lesson 25

Placing the numeral one beside the picture on the flannel board, the teacher asks the children:

(Teacher) "How many fire trucks are there?"

The pupils answer together:

(Pupils) "There is one fire truck."

The teacher points to the numeral, asking:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral one."

The teacher adds the other fire engine picture, removes the numeral one, places the numeral two on the flannel board and asks the children:

(Teacher) "How many fire trucks are there?"

The pupils answer together:

(Pupils) "There are two fire trucks."

Pointing to the numeral two, the teacher asks:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral two."

The numerals three and four are displayed and are reviewed in a similar manner, but it is emphasized that these numerals cannot be used because there are only two fire trucks pictured.

The teacher shows the model fire truck to the pupils and compares its appearance to the fire engines pictured in the book read previously. The light and the siren of the fire truck are similar to those on the police car. The teacher asks:

(Teacher) "Which way does the light go?"

The children answer:

(Pupils) "The light goes around."

Lesson 25

The pupils are instructed to go around and around like fire truck lights, imitating the siren. The teacher asks:

(Teacher) "Which way are you going?"

The children answer together:

(Pupils) "I am going around."

Particular emphasis is given to the ladders on the fire trucks that are put "up" while fighting a fire and are then taken "down." After leading the pupils to count the ladders, the teacher demonstrates several times the up and the down movements of the plastic ladders while asking:

(Teacher) "Is the ladder up or down?"

The children answer:

(Pupils) "The ladder is up (down)."

The model truck is passed around the group as each child is given a turn to look at it and then to use one sentence to describe it to the group. The pupils try to talk about characteristics which have not been previously mentioned by other children.

Activity 2

The teacher reviews with the group the color red—the color of the fire trucks. Each child is given crayons and a sheet of red paper to make a big fire truck, showing as many details as possible. When the pupils have finished, the teacher discusses their work with them individually and encourages them to speak freely.

While talking with each child, the teacher points to his picture and asks:

(Teacher) "How many fire trucks are there on your paper?"

The child answers:

(Pupil) "There is (are) (number) fire trucks."

The teacher prints that numeral along with the pupil's name on the paper.

Activity 3

The teacher reads the book My Friend, the Fireman to the group and identifies one of the pictures of a fireman as:

Lesson 25

(Teacher, repeated by pupils) "He is a fireman."

The various duties of firemen are discussed with the children. One fireman cannot fight a fire alone—several must work together. The teacher leads the children to count the firemen on the cover of The Great Big Fire Engine Book. The teacher asks:

(Teacher) "How many firemen are there?"

The children answer:

(Pupils) "There are nine firemen."

None of the numerals studied so far could be used to represent those firemen. However, the numeral four could represent the men on the back of the fire engine and only five firemen would be left in the front of the truck. The numeral four is placed on the flannel board and is reviewed as the teacher asks:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral four."

A numeral five is then placed on the flannel board and is identified by the teacher:

(Teacher) "This is the numeral five."

The children are led to discuss the five firemen and the many other classroom objects that the numeral five could represent. Each child is given a numeral five and is instructed to move his fingers around the numeral from top to bottom. The teacher asks:

(Teacher) "Which numeral is this?"

The children hold up their numerals and respond:

(Pupils) "This is the numeral five."

The discussion continues with a consideration of the special coats and hats used for protection by the firemen. The coat keeps the man warm and dry while he is fighting the fire with water. The large, hard hat prevents injury to the fireman's head and the long brim on the back of the hat channels the water onto the rubber coat. The fireman also wears black rubber boots for the protection of his feet.

Lesson 25

A fireman's hat and coat may be various colors, but his boots are usually black. The teacher points to the picture of a fireman's boots and says:

(Teacher) "His boots are black."

The page concerning black is read from the book What Is a Color? After that color is discussed with the group, the various black objects in the room are identified. Pointing again to the picture of the fireman's boots, the teacher asks:

(Teacher) "What color are his boots?"

The children answer:

(Pupils) "His boots are black."

Each child is given crayons and a sheet of black paper to use in making pictures of five fireman boots. The teacher discusses each child's work with him individually, prints his name on his paper and asks:

(Teacher) "What color are his boots?"

The child answers:

(Pupil) "His boots are black."

After leading the child to count the boots he drew, the teacher prints the numeral five on his paper and asks:

(Teacher) "Which numeral is this?"

The child answers:

(Pupil) "This is the numeral five."

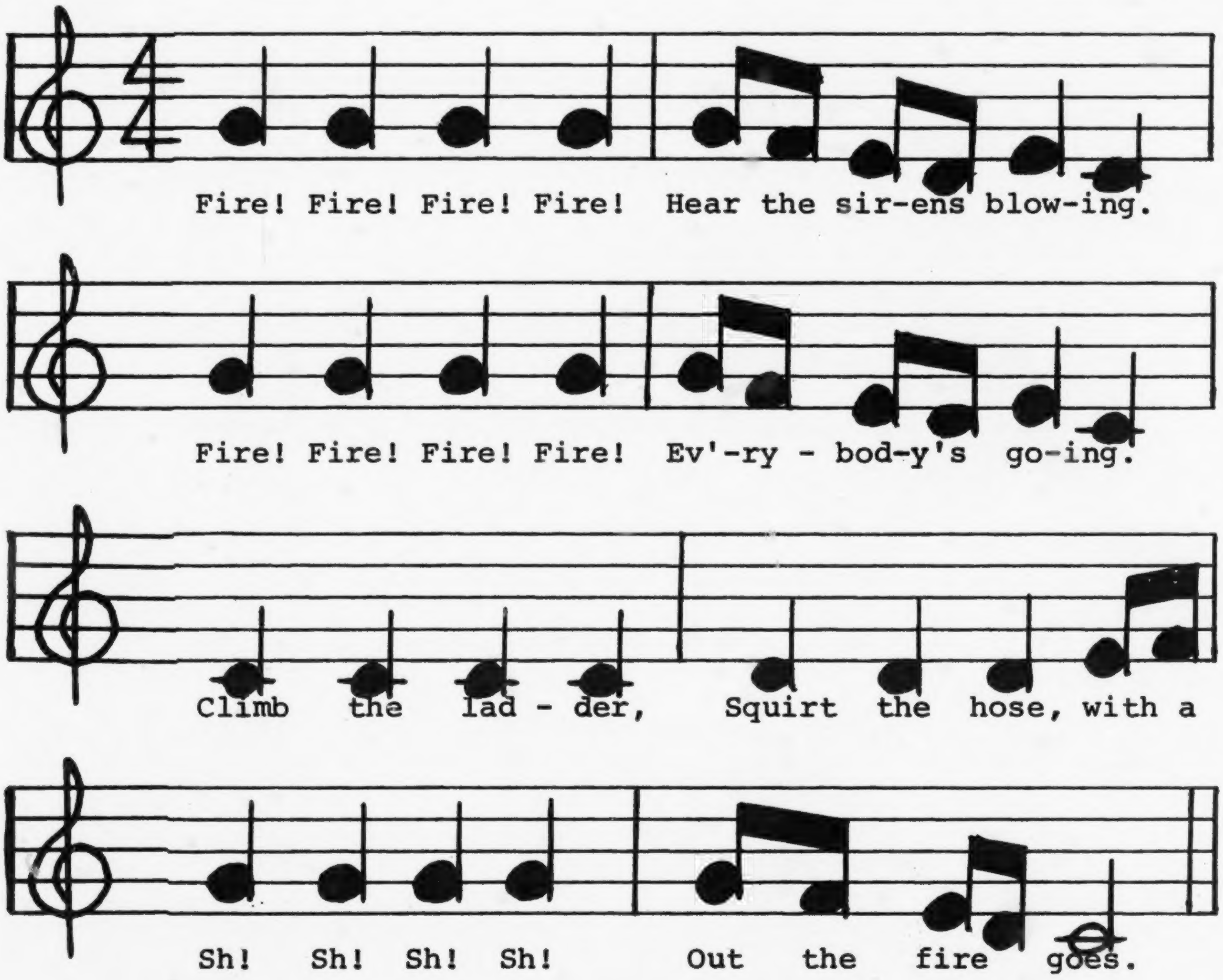
The pictures are added to the children's Color Books.

The teacher sings and dramatizes the song "Fire! Fire!" repeating it several times while the children learn the words and the motions. The song appears on the following page.

Lesson 25

"FIRE! FIRE!"

Children's Song


Fire! Fire! Fire! Fire! Hear the sir-ens blow-ing.
Fire! Fire! Fire! Fire! Ev'-ry - bod-y's go-ing.
Climb the lad - der, Squirt the hose, with a
Sh! Sh! Sh! Sh! Out the fire goes.

Pointing to a fireman's hose pictured in The Great Big Fire Engine Book, the teacher discusses with the group its use. The fireman must turn the hose "on" and "off." The children are led to identify various other objects that also can be turned "on" and "off." The teacher explains that the same two words can be used to describe the position of an object. For example, the fireman can be "on" or "off" the fire truck. The pictures in the book are discussed in terms of firemen being "on" or "off" the trucks and the ladders. The teacher points to various firemen and asks:

(Teacher) "Where is the fireman?"

The pupils practice the answers:

Lesson 25

(Pupils) "The fireman is on the truck." and "The fireman is off the truck."

Each child is given a crayon and page 24 of the Pupil's Book. The teacher asks the children to point in turn to the top, the bottom, the left side and the right side of the page. As the pupils are pointing to each area, the teacher asks:

(Teacher) "Which part of the page is that?"

The children answer:

(Pupils) "This is the top (bottom, left side, right side) of the page."

The teacher instructs the group to point to the first and to the second rows in turn, asking:

(Teacher) "Which row is that?"

The pupils answer:

(Pupils) "This is the first (second) row."

The positions of the hat and of the dog are discussed in terms of being "on" or "off" the fireman and the bucket respectively. The hat was "on" the man but it was taken "off." The dog was "off" the bucket and he jumped "on." The children are instructed to draw a circle around the picture in each row which shows an object that is "on" something. The teacher discusses the pupils' work with them individually, encouraging them to speak freely. Pointing to the first picture in the first row, the teacher asks:

(Teacher) "Where is the hat?"

The child answers:

(Pupil) "The hat is on the fireman."

The teacher then points to the first picture in the second row and asks:

(Teacher) "Where is the dog?"

The child answers:

(Pupil) "The dog is off the bucket."

NOTE:

The children will enjoy and will benefit from a visit to the local fire station. They can see the firemen, the uniforms, the fire trucks and the facilities of the firehouse.

Lesson 25

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. Using a picture of a large fire-truck ladder, the teacher leads the group to count together the first twenty rungs. This procedure is repeated several times and then individual children are given turns to count in front of the class.

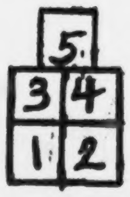
2. After the children have traced their fingers around the cardboard or sandpaper numerals as directed in Activity 2, the teacher demonstrates making a numeral five on the chalkboard while saying the following rhyme:

   Big fat five goes down and around
   With a flag on the top!

   The pupils in turn repeat the rhyme and practice making the numeral on the chalkboard as the teacher assists them. When all of the children have finished, they are given crayons and sheets of newsprint and are instructed to practice making the numeral five on one side of their papers. The teacher works with each child individually, discussing the meaning of the numeral. The pupils are asked to turn over their papers to make a numeral five and five pictures of an object of their choice. The teacher discusses each child's work with him individually.

3. The teacher leads the children in a discussion of fire safety habits that they can practice at home and at school. Each pupil is then given crayons and a sheet of newsprint to use in making a picture of one of the safety habits. The teacher discusses the children's work with them individually, printing on their papers the stories of their pictures. After the pupils take turns displaying their pictures to the group, the teacher collects the papers and combines them into book form. The story printed on each page forms the dialogue which is read to the group by the teacher.

4. The group reviews the numerals one through five—their appearances and meanings. Adhesive tape is used to attach to the floor large cardboard squares having printed numerals on them. The numerals are arranged in the following order:

   The class is divided into two teams and each group is given a beanbag. The children take turns throwing the beanbag onto the numerals. The words "on" and "off" are emphasized as the game progresses. When the beanbag lands "on" a numeral and does not slide "off," the child who threw it identifies the numeral and the teacher adds that number of points to his team's score. At the conclusion of the game, the team with the most points is the winner.

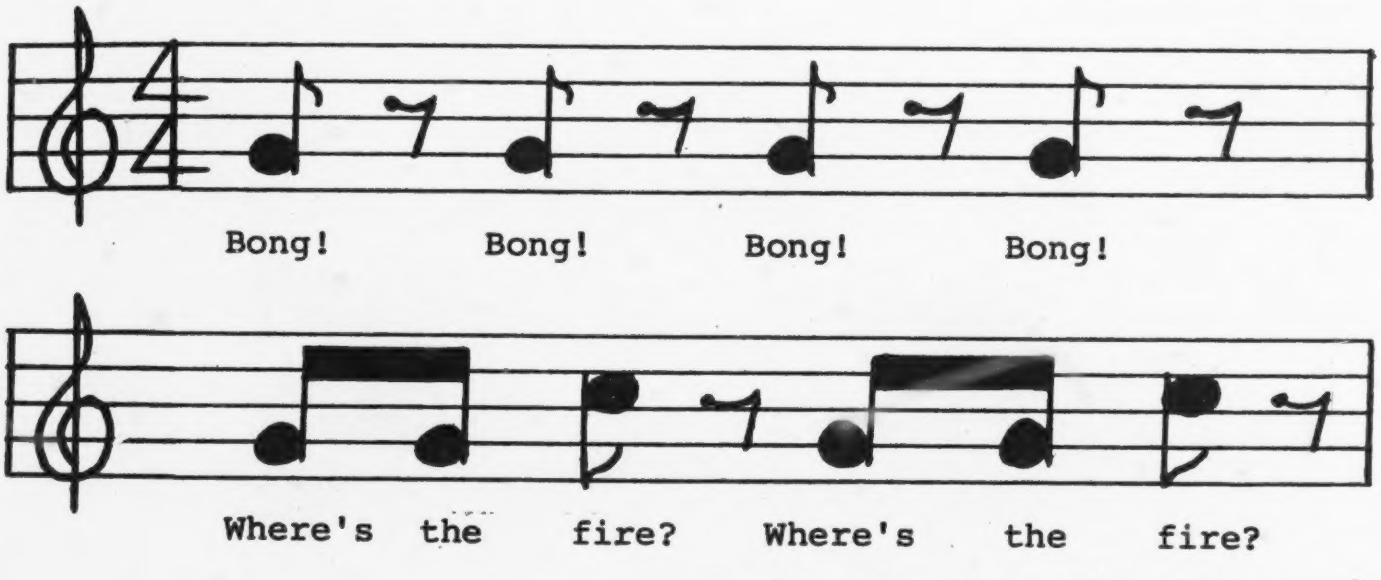
5. During the lesson's review of the policeman, the children work together to make a large figure of that community helper. The pupils select one child to lie down on a long piece of brown paper. The teacher uses a crayon to draw the outline of his body. One group of children paints on the outline the clothes, face and hat of a policeman. A second group of pupils cuts out the completed figure. The teacher hangs the "policeman" on the wall or the bulletin board and the class chooses a name for him. The name is printed on cardboard and is attached to the wall below the figure. In subsequent lessons, large figures of other community helpers can be made and combined with the policeman to form a display.

6. Each child is given a large sheet of newsprint and a crayon. The pupils are first encouraged to move their arms in free-flowing designs in the air. The teacher then suggests the directions their movements should take by saying, "Up," "Down," "Around," etc. The children are asked to get ready to draw lines on their papers, to close their eyes and to let their hands move their crayons in the directions given by the teacher. When directed to stop, the pupils open their eyes and examine the different shapes that appear on their papers. A variety of colors and designs are used to emphasize the lines and the spaces as the children complete their pictures. The teacher discusses each child's work with him individually.

7. The teacher sings one or both of the following songs, repeating each of them while the children learn the words.

"Playing Fireman"

Eleanor Graham Vance — Mari[illegible] Bauer



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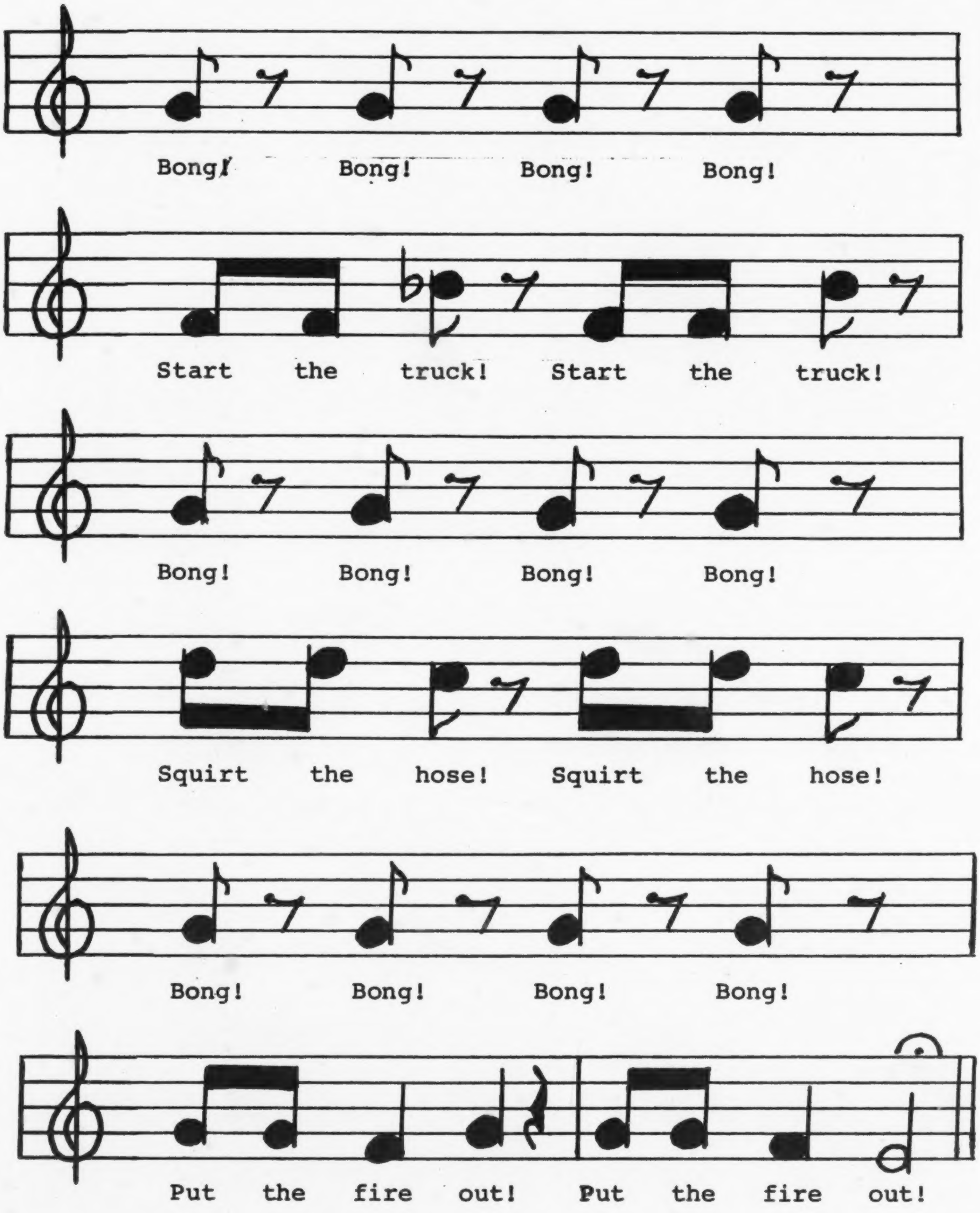
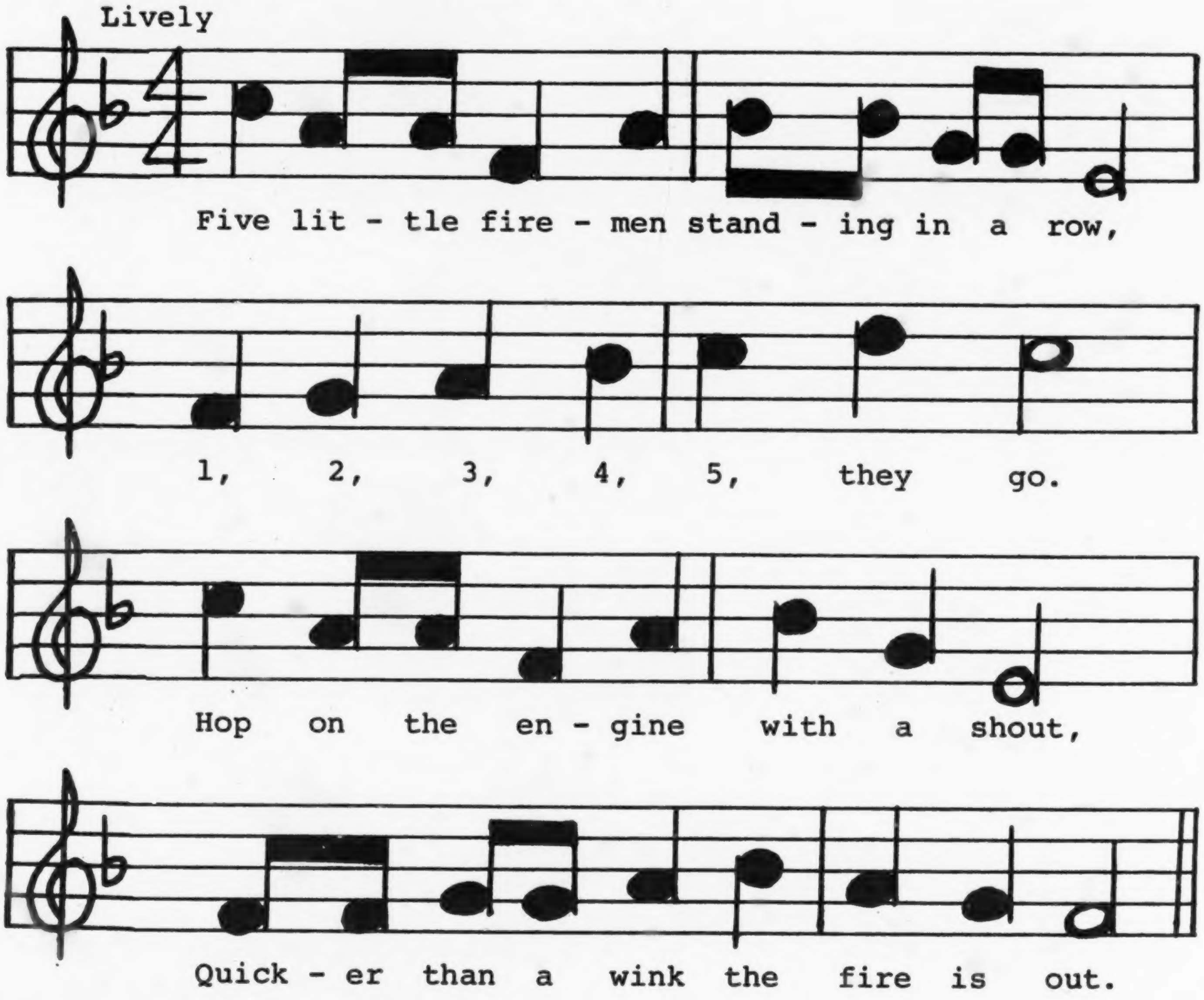
"Playing Fireman" (cont'd)


Bong! Bong! Bong! Bong!
Start the truck! Start the truck!
Bong! Bong! Bong! Bong!
Squirt the hose! Squirt the hose!
Bong! Bong! Bong! Bong!
Put the fire out! Put the fire out!

Lesson 25

"Five Little Firemen"

Louise B. Scott   Lucille F. Wood


Lively
Five lit - tle fire - men stand - ing in a row,
1, 2, 3, 4, 5, they go.
Hop on the en - gine with a shout,
Quick - er than a wink the fire is out.

8. One or several of the following books and films are used in correlation with the concepts studied in the lesson.

The First Book of Firemen by Benjamin Brewster, New York: Franklin Watts, Inc., 1951.

The True Book of Policemen and Firemen by Opal Irene Miner, Chicago: Children's Press, Inc., 1954.

"Firehouse Dog," Los Angeles, California: Bailey Film Associates. (Color film)

Lesson 25

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Coat - Coats
Boot - Boots
Hat - Hats
Slide - Sliding - Slid
Pole - Poles
Truck - Trucks
Fire Station
Fireman - Firemen
Siren
Hold - Held
Hose
Water
Help - Helping - Helped

Alarm
On
Off
Up
Down
Ladder - Ladders
Five
Speed
Spray - Spraying - Sprayed
Squirt - Squirting - Squirted
Chop - Chopping - Chopped
Ax - Axes
Rescue - Rescuing - Rescued

PROJECT LANGUAGE

LEVEL II

Lesson 26

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown in turn the top, the bottom, the left side and the right side of a page and asked, "What part of the page is this?" each child answers, "This is the (top, bottom, left side, right side) of the page."

2. When shown a picture of a fireman climbing a ladder and asked, "Which way is he going on the ladder?" each child answers, "He is going up the ladder."

3. When shown a picture of a fireman descending a ladder and asked, "Which way is he going on the ladder?" each child answers, "He is going down the ladder."

4. When shown first a picture of a fireman at the bottom of a ladder and then a picture of the same fireman at the top of the ladder and asked, "Which way did he go on the ladder?" each child answers, "He went up the ladder."

5. When shown first a picture of a fireman at the top of a ladder and then a picture of the same fireman at the bottom of the ladder and asked, "Which way did he go on the ladder?" each child answers, "He went down the ladder."

MATERIALS:

Community Helpers Puppet Playmates Set (used previously)
The Great Big Fire Engine Book (used previously)
Bell
Crayons (used previously)
Up and Down by Mary Blair, New York: Golden Press, 1966.

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

After leading the group to sing the song "Fire! Fire!" that was learned in the previous lesson, the teacher reviews briefly the study of fire trucks and firemen. The fireman puppet from the set of Puppet Playmates is introduced to the group. The teacher discusses with the pupils the special duties of firemen, such as: being the chief or the driver, working the hose or ladders, using axes, etc. The Great Big Fire Engine Book is reread and the sequence of activities following a fire alarm is emphasized. If the fire station most familiar to the children is a volunteer unit where the firemen sleep at home, are awakened by a loud alarm and drive quickly to the station; that situation is discussed along with a comparison of the different kinds of fire stations.

The children are led to dramatize the actions of firemen leaving the fire station and fighting a fire. One child is chosen to be the "fire chief"—wearing the fireman puppet. The room is divided into three pretend locations, but no actual props are used to supplement the imaginations of the pupils during the dramatization. One area of the room is designated to be the "fire station" complete with a "pole." A second area is to be a "fire truck" for which one child is chosen to be the "driver." A third part of the room is to be the "burning building." When the teacher sounds a bell alarm, the children are encouraged to pretend to jump from their beds; slide down the pole; put on their coats, boots and hats; jump onto the truck; make siren noises; hurry to the fire; jump from the truck; squirt the water; climb the ladders and chop with axes. The "chief" follows the "fire truck" in his special "car" and directs the activities at the "fire." When the "fire" has been extinguished, the children again pretend to jump onto the truck; ride to the fire station and take off their hats, coats and boots. The entire imaginary situation may be repeated to achieve more total group participation.

After the dramatization, each child is asked to describe the part he like best. The teacher encourages the children to speak freely at this time.

Activity 2

The teacher gives each child page 25 of the Pupil's Book and reviews with the group the various areas of the page. The teacher points in turn to the top, the bottom, the left side and the right side of the page, asking:

(Teacher) "What part of the page is this?"

The children answer:

(Pupils) "This is the top (bottom, left side, right side) of the page."

The pupils are led in a discussion of the pictures on the page. Both firemen are "on" ladders. Pointing to the fireman shown on the left side of the page, the teacher asks:

Lesson 26

(Teacher) "Which way is he going on the ladder?"

The children discuss the visual clues given by the picture that help them to determine the direction in which the fireman is going. Finally, the pupils answer:

(Pupils) "He is going up the ladder."

Pointing to the fireman pictured on the right side of the page, the teacher asks:

(Teacher) "Which way is he going on the ladder?"

The children again consider the visual clues that assist them in determining the direction in which the fireman is going and then answer:

(Pupils) "He is going down the ladder."

The teacher discusses with the group the various movements of firemen "up" and "down" ladders while they are fighting fires. After each child is given a crayon, the pupils are instructed to place their fingers on the fireman pictured on the left side of the page and to use their crayons to make him go "up" to the top of the ladder. While the children are drawing the line, the teacher asks in review:

(Teacher) "Which way is he going on the ladder?"

The children answer:

(Pupils) "He is going up the ladder."

The procedure is repeated with the fireman pictured on the right side of the page. As the children draw lines to take the fireman "down" to the bottom of the ladder, the teacher asks:

(Teacher) "Which way is he going on the ladder?"

The pupils answer:

(Pupils) "He is going down the ladder."

When the lines have been drawn on both pictures, the teacher distributes page 26 of the Pupil's Book. The children discuss the similarities and the differences between this picture and the one shown on page 25. In the picture on page 26, one fireman is "on" a ladder while the other man is "off" the ladder. Between the two pages, the fireman on the left side of the page moved from the bottom to the top of the ladder—he went "up" the ladder. After discussing this movement with the children, the teacher asks:

Lesson 26

(Teacher) "Which way did he go on the ladder?"

The children answer:

(Pupils) "He went up the ladder."

Likewise, between the two pictures, the fireman on the right side of the page moved from the top to the bottom of the ladder—he went "down" the ladder. The teacher leads a discussion of the movement and then asks:

(Teacher) "Which way did he go on the ladder?"

The children answer:

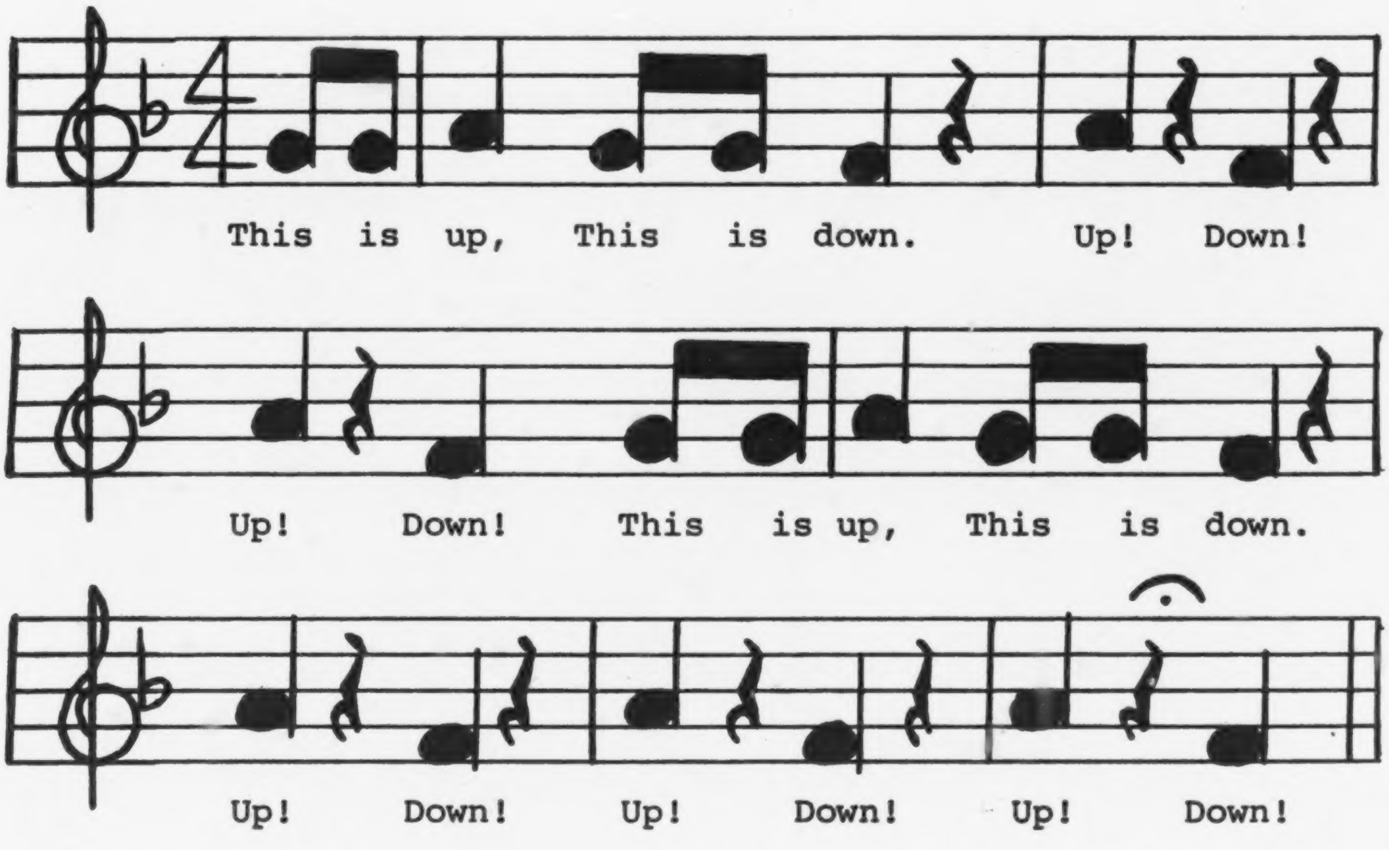
(Pupils) "He went down the ladder."

The teacher sings and demonstrates the song "Up, Down" for the children, repeating it while the group learns the words and the actions. The motions for the first two measures involve pointing one finger up and down. The children stand up and sit down to enact the remainder of the song. There is a long pause before the last "down"—when the pupils fall down.

"UP, DOWN"

Jack Briece

Jack Briece


This is up, This is down. Up! Down!
Up! Down! This is up, This is down.
Up! Down! Up! Down! Up! Down!

Activity 3

The teacher reads the book Up and Down, discussing with the group the pictured actions. Each child is given a turn to describe one downward motion. The teacher encourages the pupils to speak freely about an action which no child has mentioned previously. Next, each child has a turn to describe to the class one upward motion.

After distributing page 27 of the Pupil's Book, the teacher reviews with the children the top, the bottom, the left side and the right side of the page. The teacher leads the pupils to count the rows. Pointing to the first row, the teacher asks:

(Teacher) "Which row is this?"

The children point to that row on their papers and answer together:

(Pupils) "This is the first row."

The question is repeated for the second row:

(Teacher) "Which row is this?"

The group points to that row, answering:

(Pupils) "This is the second row."

The teacher discusses with the children each of the actions pictured on the page. After each child is given a crayon, the pupils are directed to point to the fireman in the first row. The teacher asks:

(Teacher) "Which way is he going on the ladder?"

The children answer together:

(Pupils) "He is going up the ladder."

The pupils are instructed to circle the other picture in the first row that shows something going "up."

The children are directed to point to the fireman in the second row. The teacher asks:

(Teacher) "Which way is he going on the ladder?"

The pupils answer together:

(Pupils) "He is going down the ladder."

The children are instructed to circle the other picture in the second row that shows something going "down."

Lesson 26

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. As was suggested in Lesson 25, the children practice counting the rungs shown in a picture of a large, fire-truck ladder. The teacher leads the pupils to count the first thirty steps. Individual children are given turns to count in front of the group.

2. The teacher discusses with the pupils the beneficial aspects of fire. This element performs many invaluable services which are emphasized in the discussion. Fire gives warmth, provides power, destroys unwanted items, purifies objects, cooks food, etc. The pupils' fear of fire will diminish as they realize its benefits.

3. The children are given crayons and sheets of newsprint. The teacher instructs the pupils to make pictures using only lines, shapes and figures which go up and down. Each child in turn describes to the group his completed work.

4. The teacher leads the children to make a large figure of a fireman. The class selects one child to lie down on a long piece of brown paper. The teacher uses a crayon to draw the outline of his body. One group of pupils paints on the outline the clothes, face and hat of a fireman. A second group of children cuts out the completed figure. The "fireman" is hung on the wall or the bulletin board next to the "policeman" that was made in the supplemental activities of Lesson 25. The pupils select a name for the "fireman" which the teacher prints on cardboard and attaches to the wall below the figure. The duties of the two community helpers are reviewed and are compared in a discussion.

5. Each child is given crayons and a sheet of light blue construction paper to use in making a picture of firemen at work. The teacher instructs the pupils to color very heavily with their crayons. The children's pictures are discussed individually with them. A thin gray tempera paint is prepared and the pupils are instructed to use it in brushing lightly over their crayon designs. The result will be a smoky effect around the working firemen. The children describe their pictures to the group.

6. One or more of the books, records and filmstrips listed on the following page are used in correlation with the concepts studied in the lesson.

Lesson 26

What Do They Do, Policemen and Firemen by Carla Greene, New York: Harper and Row Publishers.

"Let's Be Firemen," New York: Educational Record Sales. (Record)

"A Day with Fireman Bill," Los Angeles, California: Bailey Film Associates. (Color film)

"The Fire Department," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Who Helps Us" Series)

Lesson 26

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Ax - Axes
Ladder - Ladders
Climb - Climbing - Climbed
Burn - Burning - Burned
Fire
Slide - Sliding - Slid
Pole - Poles
Sleep - Sleeping - Slept
Run - Running - Ran

Hurry
Fire Engine
Fire Station
Come - Coming - Came
Heat
Here
There
Which way

PROJECT LANGUAGE

LEVEL II

Lesson 27

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a picture of a nurse and asked, "Who is she?" each child answers, "She is a nurse."

2. When shown a picture of a doctor and asked, "Who is he?" each child answers, "He is a doctor."

3. When shown a picture of a doctor's white clothes and asked, "What color are the doctor's clothes?" each child answers, "The doctor's clothes are white."

4. When given a numeral six and asked, "Which numeral is this?" each child answers, "This is the numeral six."

MATERIALS:

Flannel board (used previously)
Instructo flannel-board set, "Cars and Trucks" (used previously)
What Happens When You Go to the Hospital? by Arthur Shay, Chicago: Reilly and Lee, 1969.
Crayons (used previously)
What Is a Color? (used previously)
9" X 12" White construction paper (one sheet for each child)
My Friend, the Doctor by Sylvia Tester, Elgin, Illinois: David C. Cook Publishing Company, A Show and Tell Book, 1967.
Community Helper Puppet Playmates Set (used previously)
Toy doctor kit
Candy pills
Flannel-board set of numerals (used previously)
Set of cardboard or sandpaper numeral sixes (one numeral for each child)
White chalk
9" X 12" Assorted colored construction paper (one sheet for each child)

TIME: This lesson is planned for a two-hour period.

Lesson 27

PROCEDURE:

Activity 1

The teacher places on the flannel board the pictures of a police car and of a fire truck. The group discusses the appearances and the functions of the two vehicles as well as the duties of the policemen and the firemen who use them. Sometimes, the policeman or the fireman needs to help someone who is hurt. Often the injured person must be rushed to a hospital for treatment. The flannel-board picture of an ambulance is placed with the other two pictures on the flannel board. The teacher discusses with the children the function of that vehicle. The ambulance must go fast as do the police car and the fire truck so it also needs wheels, a flashing light and a siren. Reviewing the revolving motion of the wheels and the flashing light, the teacher points to the light on the ambulance and asks:

(Teacher) "Which way does the light go?"

The children answer:

(Pupils) "The light goes around."

The ambulance rushes injured people to a hospital where they can be given medical assistance. From the book What Happens When You Go to the Hospital? the pictures of the exterior of a hospital building are shown to the group. Hospitals may be low or tall buildings, big or little; but they always have many rooms, a regular entrance and an emergency entrance so that the injured persons will have immediate attention.

At other times, people do not need fast treatment, but perhaps they require an operation, medical assistance, tests, etc. Such persons follow the regular routine of checking into the hospital, going to their rooms and being treated in a manner that is less rushed than is the care in the emergency room. The remaining pictures in the book which show the rooms and the services of a hospital are displayed and are discussed with the children as the story is read. Each child is encouraged to tell the class about his own hospital experiences.

A nurse pictured in the book is shown to the children and is identified as:

(Teacher) "She is a nurse."

Nurses and their aides wear white uniforms and have specific duties in the hospital. They give shots; administer medicines; check the patient's temperature, heartbeat and breathing; bathe patients; bring food and comfort; etc. The nurse follows the orders of the doctors in caring for each sick person and then reports to the physicians the progress of the patient. The teacher points again to a nurse's picture, asking:

(Teacher) "Who is she?"

The children answer:

(Pupils) "She is a nurse."

A picture of a doctor is shown to the class and is identified as:

(Teacher) "He is a doctor."

Doctors help patients in many different ways: with medicine, therapy, surgery, casts, etc. Not all doctors are alike---some are general practicioners while others specialize in pediatrics; eye, ear, nose and throat; internal medicine; neurology; etc. All of the physicians work together to make sick people well. Doctors wear special white uniforms and use a variety of instruments in their work. Once again the teacher points to a doctor's picture, asking:

(Teacher) "Who is he?"

The children answer:

(Pupils) "He is a doctor."

The teacher displays each picture of the book read previously and asks the children to identify the doctors and the nurses shown on the page.

Using page 28 of the Pupil's Book, the teacher reviews with the children the left side, the right side, the top and the bottom of the page. As the children point in turn to each of those areas, the teacher asks:

(Teacher) "What part of the page is this?"

The pupils respond together:

(Pupils) "This is the left side (right side, top, bottom) of the page."

The rows are identified by the teacher as the "first," "second" and "third" rows. The teacher instructs the children to point to each of the rows and asks:

(Teacher) "Which row is this?"

Lesson 27

The group responds:

(Pupils) "This is the first (second, third) row."

The teacher discusses with the children the doctor, the nurse and the policeman who are pictured. Each child is given a crayon and is asked to point to the first picture in the first row. After the group has identified that person as a policeman, the teacher asks the pupils to circle the two pictures in the first row that are alike—policemen. The procedure is repeated with the two remaining rows.

When all of the children have finished, the teacher instructs them to point to the two policemen pictured in the first row and asks:

(Teacher) "Are they alike or different?"

The children answer together:

(Pupils) "They are alike."

The teacher asks:

(Teacher) "Are the other two people in the row alike or different?"

The pupils respond:

(Pupils) "They are different."

This procedure is repeated with the second and the third rows.

Activity 2

From the book What Is a Color? the teacher reads to the group the pages concerning the color white. The various white objects in the classroom are identified and are discussed. Using the book What Happens When You Go to the Hospital? the teacher points to various pictures of the uniforms of nurses and doctors, asking:

(Teacher) "What color are the doctor's (nurse's) clothes?"

The children answer:

(Pupils) "The doctor's (nurse's) clothes are white."

Each child is given crayons and a sheet of white construction paper to use in making a picture of a doctor or of a nurse. The teacher discusses the pupils' work with them individually, encouraging them to freely describe their pictures. Pointing to one figure on the child's paper, the teacher asks:

(Teacher) "What color are the doctor's (nurse's) clothes?"

The pupil answers:

(Pupil) "The doctor's (nurse's) clothes are white."

The child's name is printed on his paper which is added to his Color Book.

Activity 3

The children are led in a discussion of the services of doctors and nurses outside the hospital. The teacher reads to the class the book My Friend, the Doctor, explaining to the pupils that doctors have offices where they and their nurses help people stay healthy. After discussing the action shown in each of the pictures in the book, the teacher introduces to the children the doctor's black case. The appearance and the use of each of the instruments is considered.

The doctor and the nurse puppet playmates are shown to the group as special attention is given to their white uniforms. Four children are selected to participate in a creative dramatization: one pupil is a "doctor," one is a "nurse," one is a "parent" and one is a "child" being examined. The children who are the "doctor" and the "nurse" are given the puppet playmates and the doctor's case. The "doctor" uses the toy instruments to examine the sick "child," finally prescribing "pills" that are given to the "child" by the "nurse." Small candies are used as pills. The teacher encourages the participating pupils to speak freely throughout the dramatization. The procedure is repeated until each child has had a turn to play one of the characters.

At the end, the teacher becomes the "doctor" and holds an "open clinic" for all of the children. Each child must think of an imaginary illness and must describe the symptoms to the "doctor." The "doctor" prescribes and gives six candy pills to each child. When all of the pupils have their "pills," the teacher asks them to count the candies. The teacher asks each child in turn:

(Teacher) "How many pills do you have?"

The pupil answers:

(Pupil) "I have six pills."

Lesson 27

The numerals one through five are placed on the flannel board. The teacher points in turn to each numeral and asks the group:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral one (two, three, four, five)."

After identifying each numeral, the pupils discuss the number of objects that can be represented by it. None of the numerals apply to the six candy pills. Placing a numeral six on the flannel board, the teacher identifies it as:

(Teacher) "This is the numeral six."

The pupils are led to discuss the number of various classroom objects that the numeral could represent—a set having not more or fewer items than six—including each child's six candy pills.

The pupils are asked to "take" their pills one at a time while counting together to six. The children are each given a numeral six and are encouraged to move their fingers around the numeral from top to bottom. The teacher asks:

(Teacher) "Which numeral is this?"

The pupils hold up their numerals and respond:

(Pupils) "This is the numeral six."

The teacher holds up six pieces of white chalk, asking:

(Teacher) "How many pieces are there?"

The children answer:

(Pupils) "There are six pieces."

The numeral six can represent the pieces of chalk. The teacher then asks:

(Teacher) "What color is the chalk?"

The pupils answer:

(Pupils) "The chalk is white."

Each child is given a piece of chalk and a sheet of colored paper (the pupil chooses the color) to use in making a picture of many doctors and nurses dressed in white who are helping sick people in a doctor's office or in a hospital. The teacher discusses each child's work with him individually while encouraging him to freely describe his picture.

NOTE:

The children will enjoy and will benefit from a doctor's visit to the classroom. He can wear his white clothes, carry his black bag and lead a discussion of good health habits.

Lesson 27

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The teacher leads each child to describe his own hospital experiences and then to make a picture of them using crayons and newsprint. As the children discuss their work, the teacher prints their stories on their pictures. All of the papers are collected and are combined to form "Our Hospital Book." The book is read to the class.

2. The pupils are encouraged to discover their own pulses vibrating in their wrists. The teacher discusses the work of doctors and nurses which is related to determining the rate of a heartbeat. The children take turns feeling each other's pulse and practice counting the beats. As the teacher says, "Go!" the pupils silently count the heartbeats of their friends and continue until the teacher says, "Stop!" at the end of thirty seconds. The children compare their pulse rates which are determined by doubling the number of heartbeats that were counted in thirty seconds.

   A real stethoscope is introduced to the children and its use is discussed. The pupils learn to use it in listening both to their own heartbeat and to those of their friends. The teacher again encourages the children to count the heartbeats.

3. After the children have traced their fingers around the cardboard or sandpaper numerals as directed in Activity 3, the teacher demonstrates making a numeral six on the chalkboard, while saying the following rhyme:

   A line and a loop,
   A six rolls a hoop!

   The pupils in turn repeat the rhyme and practice making the numeral on the chalkboard as the teacher assists them. When all of the children have finished, they are given crayons and sheets of newsprint and are instructed to practice making the numeral six on one side of their papers. The teacher works individually with each child, discussing the meaning of the numeral. The pupils are asked to turn over their papers to make a numeral six and six pictures of an object of their choice. The teacher discusses each child's work with him individually.

4. The pupils work together to make large figures of a doctor and a nurse. One boy and one girl are selected to lie down on two long pieces of brown paper. The teacher uses a crayon to draw the outlines of their bodies. One group of children paints the clothes and faces of the two figures, making them look like a doctor and a nurse. A second group of pupils cuts out the completed figures. The teacher hangs the "nurse" and the "doctor" on the wall or on the bulletin

board with the "policeman" and the "fireman" that were made previously. The class chooses names for the two new community helpers. The teacher prints the names on cardboard and attaches them to the wall below the corresponding figures.

5. The children are instructed to use white glue in pasting mailing cord to cardboard. Simple designs based on doctors, nurses and hospitals are created. As the children finish and allow their pictures to dry, the teacher assists them to roll a brayer in the color of paint that they choose. The brayer is then rolled over the cord design and a clean sheet of newsprint is pressed on top of the painted surface. The entire paper is rubbed gently and is removed from the cardboard. The children take turns describing their pictures to the class.

6. One or several of the following filmstrips are used in correlation with the concepts studied in the lesson.

   "Dear Little Mumps Child," Santa Monica, California: BFA Educational Media. (Sound filmstrip)

   "Karen Gets a Fever," Santa Monica, California: BFA Educational Media. (Sound filmstrip)

   "Michael Gets the Measles," Santa Monica, California: BFA Educational Media. (Sound filmstrip)

   "Peter Gets the Chicken Pox," Santa Monica, California: BFA Educational Media. (Sound filmstrip)

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Rush - Rushing - Rushed

Medicine

Treatment

Patient - Patients

Physician

Uniform

Nurse - Nurses

Doctor - Doctors

Druggist

Hospital

Heartbeat

Pulse

Temperature

Instrument - Instruments

Stethoscope

Bandage

Surgery

Operation

Stretcher

Injection

Anesthesia

Help - Helping - Helped

PROJECT LANGUAGE

LEVEL II

Lesson 28

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a picture of a dentist and asked, "Who is he?" each child answers, "He is a dentist."

2. When shown a picture of one tooth and asked, "What is this?" each child answers, "That is a tooth."

3. When shown a picture of teeth and asked, "What are these?" each child answers, "Those are teeth."

4. When given a toothbrush and asked, "What do you have?" each child answers, "I have a toothbrush."

5. When given a tube of toothpaste and asked, "What do you have?" each child answers, "I have a tube of toothpaste."

6. When asked, "What can you do to take care of your body?" each child states in his own words one of the following good health habits: sleep, visit the doctor, eat good food, exercise, wash my hair, wash my body, dress properly for the weather or care for hurt places on my body.

7. When asked, "What can you do to take care of your teeth?" each child states in his own words one of the following good health habits: visit the dentist, eat good food, clean my teeth or sleep.

MATERIALS:

"Health and Cleanliness" picture set
Crayons (used previously)
12" X 18" Newsprint (one sheet for each child)
Big poster of teeth
Toothbrushes (one for each child)
Toothpaste (one tube for each child)
Small mirrors (one for each child—used previously)
Paper cups (one for each child)

TIME: This lesson is planned for a two-hour period.

Lesson 28

PROCEDURE:

Activity 1

From the "Health and Cleanliness" picture set, the picture of a doctor's office is displayed. The teacher points to the pictured physician and asks:

(Teacher) "Who is he?"

The children respond together:

(Pupils) "He is a doctor."

The teacher leads the pupils in a brief review discussion of doctors and nurses—their appearances and services.

Showing the picture of a dentist's office to the children, the teacher points to the dentist and asks:

(Teacher) "Is he a doctor?"

The pupils are encouraged to answer:

(Pupils) "Yes, he is a doctor."

The group discusses the dentist—a doctor who takes care of teeth. He checks and cleans teeth, fills cavities and pulls teeth when necessary. The similarities of the dentist and the medical doctor include their white uniforms, their offices and their nurse assistants. Considered in the discussion are the instruments and the dental chair used by the dentist, all of which are very different from those used by the physician. Each pupil is given an opportunity to describe to the class his own experiences with a dentist. The children are encouraged to speak freely. The teacher points again to the picture of the dentist, asking:

(Teacher) "Who is he?"

The children answer together:

(Pupils) "He is a dentist."

Each child is given crayons and a sheet of newsprint. The teacher instructs the pupils to make pictures of their friend, the dentist. As the children finish, the teacher discusses their work with them individually and asks:

(Teacher) "Who is he?"

The child answers:

Lessons 28

(Pupil) "He is a dentist."

NOTE:

The pupils will enjoy and will benefit from a dentist's visit to the classroom. He can wear his white clothes, bring some of his instruments and lead a discussion of good dental habits.

Activity 2

Using the big poster of teeth, the teacher leads a group discussion of the body parts with which the dentist is concerned. The mouth, a tooth and teeth are identified on the picture. The teacher points to one tooth and asks:

(Teacher) "What is this?"

The children answer:

(Pupils) "That is a tooth."

Pointing to all of the teeth, the teacher asks:

(Teacher) "What are these?"

The children answer:

(Pupils) "Those are teeth."

Pointing to those parts of her own body, the teacher instructs each of the pupils to point to his mouth, tooth and teeth while saying:

(Teacher, repeated by pupils) "This (These) is (are) my mouth (tooth, teeth)."

A toothbrush and a tube of toothpaste are shown to the children and are identified by the teacher as:

(Teacher) "I have a toothbrush (tube of toothpaste)."

The group discusses the use of the items to maintain healthy teeth and gums. People should brush their teeth after every meal or, if that is impossible, in the morning and in the evening. The teacher demonstrates (by using a toothbrush on the teeth pictured on the poster) the proper up and down technique of brushing teeth. The toothbrush is placed "up" at the "top" of the teeth and is then brushed "down" over them. Each child is given the following items: a toothbrush, a tube of toothpaste, a mirror and a small paper cup of water. The teacher instructs the pupils to hold up first their toothbrushes and then their tubes of toothpaste. As the children are holding each item, the teacher asks:

(Teacher) "What do you have?"

The children answer:

(Pupils) "I have a toothbrush (tube of toothpaste)."

The teacher discusses with the group the differences between the "inside" of the mouth where there are teeth and a tongue and the "outside" of the mouth where there are lips. Each pupil is asked to touch first the outside and then the inside of his mouth as the teacher directs. Teeth are "in" the children's mouths so the toothbrushes must be put "in" their mouths to clean their teeth. The upward and the downward motions of the toothbrush are emphasized by the teacher.

The children are instructed to use the small mirrors, toothbrushes, toothpaste and cups of water to practice correctly brushing their teeth. The teacher gives the pupils directions to put the toothbrush "in" their mouths, to place the toothbrush "up" at the top of their teeth and to brush "down" over their teeth. The "up" and the "down" movements are repeated for several minutes on all of the teeth in the mouth. The children watch their own actions in their mirrors. Water is used to wash the toothpaste and the dirt away from the teeth.

When the pupils have completed the process, the teacher asks:

(Teacher) "What did you do?"

The children answer:

(Pupils) "I brushed my teeth."

The teacher leads the children to sing a song about brushing their teeth. The music is the tune of "Here We Go 'Round the Mulberry Bush."

This is the way we brush our teeth,
    brush our teeth,
    brush our teeth,
This is the way we brush our teeth,
    So early in the morning.

Activity 3

The teacher discusses with the children the work of both the doctor and the dentist in helping people remain healthy. The pupils are led to consider various good health habits which they can practice. The teacher shows the group all the pictures of the "Health and Cleanliness" set, discussing with the children each healthful activity. Regular annual visits to the doctor and semi-annual appointments with the dentist are emphasized.

Each of the pupils in turn is asked to describe to the group one good health habit that children can practice in order to help the doctor and the dentist care for their bodies and their teeth. The pupils are next asked to think secretly of a good health habit that is different from the one they described previously. Each child is given a turn to come before the group and to pantomine the activity of which he is thinking. The class must guess which good health habit the child is demonstrating. The pupils are encouraged to speak freely during this activity. When the class has identified the pantomine, the teacher holds up the picture showing that good health habit and leads the children in a review discussion of it.

Lesson 28

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The teacher leads the group to practice counting all of the teeth pictured on a large poster of teeth. After several repetitions, individual children are given turns to count the teeth.

2. Each child selects a friend and the two pupils observe each other's teeth as the group discusses the appearances of various teeth. The children count their friends' teeth, look for fillings, recognize the spaces where teeth are missing, distinguish between permanent and baby teeth, discuss dental hygiene and realize the work performed by the teeth in chewing and biting. Using white chalk on red paper, each child makes a picture of his friend's teeth. The children discuss their work, exchange papers and take home the pictures made by their friends.

3. Since many children fear visiting a dentist, the class will benefit from a field trip to a dental clinic. The dentist or his assistant explains the actual instruments used in examining, cleaning, filling and pulling teeth. The pupils take turns sitting in the dental chair and talking to the dentist. Good dental health habits are discussed and are emphasized. When the group returns to the classroom, the children paint pictures of their experiences. The teacher discusses each child's work with him individually.

4. The poem "The Dentist" is read and is discussed with the class.

"The Dentist"

I'd like to be a dentist with a plate upon the door
And a little bubbling fountain in the middle of the floor;
With lots of tiny bottles all arranged in coloured rows
And a page-boy with a line of silver buttons down his clothes.

I'd love to polish up the things and put them every day
Inside the darling chests of drawers all tidily away;
And every Sunday afternoon when nobody was there
I should go riding up and down upon the velvet chair.

Rose Fyleman

Lesson 28

5. The children work together to make a large figure of a dentist. The pupils select one child to lie down on a large piece of brown paper while the teacher uses a crayon to draw the outline of his body. One group of children paints on the outline the clothes and face of a dentist. A second group of pupils cuts out the completed figure. The teacher hangs the "dentist" on the wall or on the bulletin board along with the previously made "policeman," "fireman," "doctor" and "nurse." The class chooses a name for the "dentist" which the teacher prints on cardboard and attaches to the wall under the figure.

6. One or several of the following books, pictures, records and filmstrips are used in correlation with the concepts studied in the lesson.

   Cleanliness - Pointers for Little Persons by Virginia Parkinson, Chicago: Harvey House, 1969.

   Going to Bed by Virginia Parkinson, Chicago: Harvey House, 1969.

   "In the Clinic," New York: The MacMillan Company. (Books and pictures from the "Interrelated Materials" Set)

   "Health Can Be Fun," New York: Educational Record Sales. (Record set)

   "The Dentist," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Who Helps Us" Series)

   "Herbie's Dream," Santa Monica, California: BFA Educational Media. (Sound filmstrip)

Lesson 28

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Health

Well

Sick

Get well

Dirty

Clean

Wash - Washing - Washed

Bath - Baths

Shower - Showers

Soap

Wipe - Wiped

Towel - Towels

Wet

Dry

Sleep - Sleeping - Slept

Brush - Brushing - Brushed

Brush - Brushes

Comb - Combs

Tube - Tubes

Drink - Drinking - Drank

Eat - Eating - Ate

Gums

Lip - Lips

Tongue

Because

PROJECT LANGUAGE

LEVEL II

Lesson 29

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a picture of a postman and asked, "Who is he?" each child answers, "He is a postman (mailman)."
2. When asked, "Where do you live?" each child states his address, saying, "I live at (address)."
3. When given a numeral seven and asked, "Which numeral is this?" each child answers, "This is the numeral seven."
4. When given seven letters and asked, "How many letters do you have?" each child answers, "I have seven letters."

MATERIALS:

Flannel board (used previously)
Instructo flannel-board set, "Cars and Trucks" (used previously)
Instructo flannel-board set, "Community Helpers" (used previously)
Written letter
What Happens When You Mail a Letter? by Arthur Shay, Chicago: Reilly and Lee, 1967.
9" X 12" Newsprint (one sheet for each child)
Envelopes (one for each child)
Six-cent stamps (one for each child)
Crayons (used previously)
Set of 50 addressed envelopes
Flannel-board set of numerals (used previously)
Set of cardboard or sandpaper numeral sevens (one numeral for each child)
Brown mail bag

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

Placing the ambulance, the fire truck and the police car pictures on the flannel board; the teacher reviews briefly with the children the functions of each vehicle. Since the fire trucks are only one of many kinds of trucks, the children are led in a discussion of the variety of appearances and uses of trucks in general. The teacher displays in turn each of the truck pictures and identifies it by saying:

(Teacher) "This is a (kind) truck."

The possible loads that the pictured trucks could carry and the variety of sounds that they make are discussed. The teacher points to the pictures individually and asks the pupils:

(Teacher) "What kind of truck is this?"

The group practices answering:

(Pupils) "That is a (kind) truck."

The teacher holds up the picture of a mail truck and relates it to the previous discussion by identifying it as:

(Teacher) "This is a mail truck."

The children are led to discuss how the truck carries letters and packages between places. When the teacher asks:

(Teacher) "What kind of truck is this?"

the pupils answer:

(Pupils) "That is a mail truck."

The pictures of a policeman, a fireman, a doctor, a dentist and a nurse are placed in turn on the flannel board as the children are asked in review:

(Teacher) "Who is he (she)?"

After the group answers:

(Pupils) "He (She) is a (doctor, fireman, policeman, dentist, nurse),"

the teacher asks the children to discuss the kinds of vehicles that the pictured persons would drive. When the car or the truck used by each person is identified, the teacher places the picture of that vehicle next to its driver. Pictures of regular cars are placed next to the doctor, the dentist and the nurse. The teacher leads the children to discover that none of the people previously discussed would drive the mail truck. Perhaps the pupils can name the person who drives that vehicle.

Lesson 29

The flannel-board picture of a postman is introduced to the group and is identified as:

(Teacher) "He is a postman."

The children are asked to repeat that identification:

(Teacher) "Who is he?"

(Pupils) "He is a postman."

The teacher explains that the postman can also be called a "mailman." The group discusses the blue uniform and the various duties of a postman who might work in the post office, drive the mail truck between post offices or deliver mail to people at home and at work. Like the policeman and the fireman, the postman is a father or a big brother who lives with his family in a house in a city, a town or the country.

The teacher leads the pupils to discuss letters and how they travel from one person to another. Holding up a written letter, the teacher identifies it by saying:

(Teacher) "I have a letter."

An envelope is also displayed and is identified as:

(Teacher) "I have an envelope."

The teacher explains to the group that when a written letter is placed in an envelope and is mailed, people often say that they are receiving a letter because the envelope is only used to give the address and to cover the message that is written on the paper which is inside. When a person wants to talk to a friend or to another person who is far away, he can write a letter, put it in an envelope, address it, stamp it and take it to a mailbox or to the post office. Using paper, an envelope and a stamp; the teacher demonstrates all of the previously mentioned actions as the group is discussing them. The book What Happens When You Mail a Letter? is read to the group and the activities of the postmen within a post office are discussed. The many windows in a post office are for buying stamps, mailing packages or sending special delivery and registered letters. There are slots where the letters are to be mailed—one for out of town, one for local and one for air mail. Behind all of these openings, postmen work to separate the mail into various sacks destined for different towns, states and countries. Some of the sacks will travel on trains while others will go on buses, trucks, ships and airplanes. Some letters will go fast while others will travel more slowly. When the mail arrives in another town, it is again taken to a post office and is separated into bundles that the postman can carry in his brown bag or take in his car. In a city, the postman walks from house to house and from store to store delivering the mail. In the country, he drives a car and puts the letters in mailboxes beside the road. The picture of a rural mail car (found in the Pupil's Book) is displayed and is compared to a city mail truck.

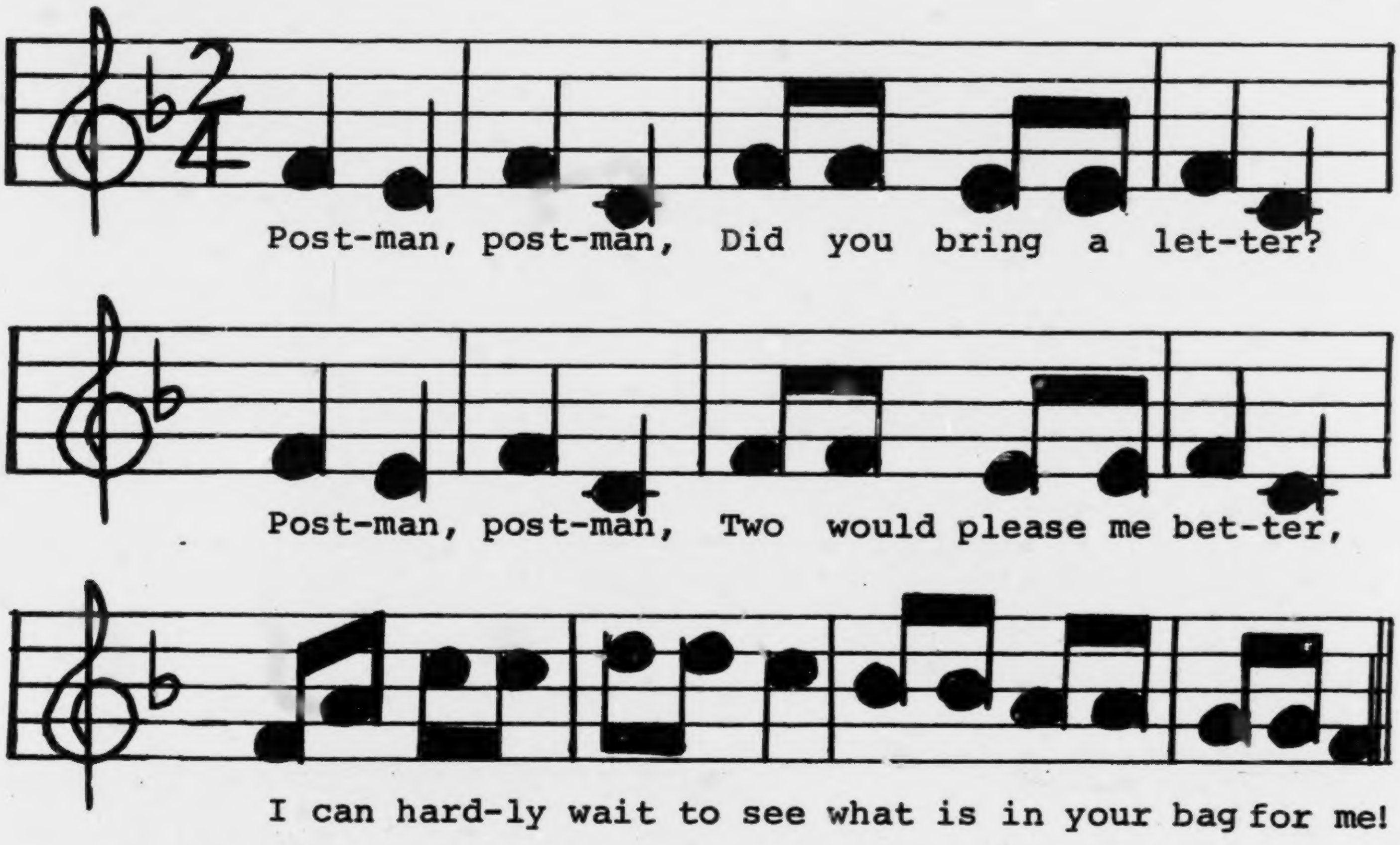
Activity 2

The teacher sings for the children the song "The Postman," repeating it several times as the pupils learn to sing it.

"THE POSTMAN"

Angela Diller
Kate Stearns Page

German Folk Song


Post-man, post-man, Did you bring a let-ter?
Post-man, post-man, Two would please me bet-ter,
I can hard-ly wait to see what is in your bag for me!

The teacher discusses with the children the need for addresses on a letter. Each person who lives in a town or in a city lives in a numbered house on a street or on a road that has a name. In rural areas, houses do not have numbers, but they are on numbered routes. The postman reads the numbers and the street name on the envelope so that he knows to which house to take the letter. In the post office, the letters going to the same general areas are separated into groups of mail. In this way, each postman has his own route covering one part of the city or the country. The teacher discusses with each child his address, encouraging him to practice saying it in response to the question:

(Teacher) "Where do you live?"

The child answers:

(Pupil) "I live at (address)."

Activity 3

Each child is given crayons and a piece of plain newsprint paper. The teacher explains to the pupils that they are going to make pictures to send as letters to friends. The children's names are written on small pieces of paper that are folded and are placed in a box. The children take turns drawing names and the teacher tells them to whom their letters will go. The pupils are instructed to make any sort of pictures they wish for their friends. As each child finishes, the teacher prints his name on his paper and gives him an envelope. Pointing to the envelope, the teacher asks:

(Teacher) "What do you have?"

The child answers:

(Pupil) "I have an envelope."

The teacher helps the child fold the paper, put it in the envelope and seal it. The addresses are printed on the envelope while the teacher explains to the child the need for both a main address and a return address. Before printing the return address, the teacher asks the child:

(Teacher) "Where do you live?"

The child answers:

(Pupil) "I live at (address)."

The teacher discusses with the pupil the one other item that is needed on the envelope in addition to the addresses—a stamp—and then asks:

(Teacher) "What do you need?"

The child answers:

(Pupil) "I need a stamp."

Lesson 29

The pupil is given a stamp to place in the upper "right" corner. When the letter is all ready, the teacher gives it to the child and asks:

(Teacher) "What do you have?"

The child answers:

(Pupil) "I have a letter."

Pointing to the stamp, the teacher asks:

(Teacher) "What is this?"

The child answers:

(Pupil) "That is a stamp."

When all of the children have completed their letters, the teacher reviews letter writing. Referring to the book What Happens When You Mail a Letter? the teacher discusses with the children everything that will happen to their letters in the post office. The pupils are directed to hold up their letters so that they can count all of them in the class. The teacher asks:

(Teacher) "How many letters are there?"

The children answer:

(Pupils) "There are (number) letters."

Using the set of fifty addressed envelopes, the teacher leads the pupils to count them. The teacher asks:

(Teacher) "How many letters are there?"

The children answer:

(Pupils) "There are fifty letters."

Individual pupils are given turns to count as far as they can.

The teacher selects seven letters from the set, counts them in front of the group and asks:

(Teacher) "How many letters are there?"

The children answer:

(Pupils) "There are seven letters."

Lesson 29

The numerals one through six are placed on the flannel board. The teacher points in turn to each numeral, asking:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral one (two, three, four, five, six)."

As each numeral is identified, the number of objects it can represent is discussed and that many envelopes are taken from the set. None of the displayed numerals can represent the seven letters previously selected by the teacher. The numeral seven is then placed on the flannel board and is identified as:

(Teacher) "This is the numeral seven."

After the group has discussed the various sets of classroom items which can be represented by that numeral, each child is given a numeral seven. The pupils are encouraged to move their fingers from top to bottom around the numeral. The teacher asks:

(Teacher) "Which numeral is this?"

The children hold up their numerals and respond:

(Pupils) "This is the numeral seven."

After recounting the seven letters, the teacher asks:

(Teacher) "How many letters are there?"

The children answer:

(Pupils) "There are seven letters."

The numeral seven is placed alone on the flannel board to represent those letters.

One child is given a brown mail bag to wear over his shoulder as he pretends to be a postman. He is asked to take the letter from one child and to deliver it to the child's friend. While the "postman" is walking, the group sings "The Postman" song. The dramatization is repeated until all of the children have had a turn to be the "postman" and until all letters are back in the possession of the children who made them. The teacher takes the group to the nearest post office or mail box and each child mails his letter to his friend.

Lesson 29

NOTE:

The children will enjoy and will benefit from a visit to the local post office as they mail their letters. They will be able to see the exact processes through which their own letters will go before being delivered to their friends.

Lesson 29

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. After the children have traced their fingers around the cardboard or sandpaper numerals as directed in Activity 3, the teacher demonstrates making a numeral seven on the chalkboard while saying the following rhyme:

   Across the sky
   And down from heaven,
   That's the way we make a seven!

   The pupils in turn repeat the rhyme and practice making the numeral on the chalkboard as the teacher assists them. When all of the children have finished, they are given crayons and sheets of newsprint and are instructed to practice making the numeral seven on one side of their papers. The teacher works with each child individually, discussing the meaning of the numeral. The pupils are asked to turn over their papers to make a numeral seven and seven pictures of an object of their choice. The teacher discusses each child's work with him individually.

2. The teacher discusses with the pupils the numerous uses for variously sized envelopes. Their appearances vary from small white ones for cards and letters to large brown ones for magazines, etc. Displaying a variety of envelopes, the teacher compares their sizes while emphasizing the words "little" (small), "littler" (smaller), "littlest" (smallest), "big" (large), "bigger" (larger) and "biggest" (largest). The children are given turns to identify the envelope which is the size that is specified by the teacher. The activity is continued as the pupils compare variously sized packages.

3. The children will enjoy looking at the different stamps that are included in a stamp collection. The teacher discusses with the group the appearances of the stamps issued for a variety of purposes by many countries. Each child is given a group of stamps commonly used in the United States. In each set, there should be several stamps of each of three or four varieties in addition to two completely different stamps. The children are instructed to group the items which are "alike" and to identify those that are "different." The teacher discusses each child's work with him individually.

4. The poem "The Postman" is read and is discussed with the class. The poem appears on the following page.

Lesson 29

"The Postman"

Hey! the little postman,
   And his little dog,
Here he comes a-hopping
   Like a little frog;
Bringing me a letter,
   Bringing me a note,
In the little pocket
   Of his little coat.

Hey! the little postman,
   And his little bag,
Here he comes a-trotting
   Like a little nag;
Bringing me a paper,
   Bringing me a bill,
From the little grocer
   On the little hill.

Hey! the little postman,
   And his little hat,
Here he comes a-creeping
   Like a little cat.
What is that he's saying?
   "Naught for you to-day!"
Horrid little postman!
   I wish you'd go away!

Laura E. Richards

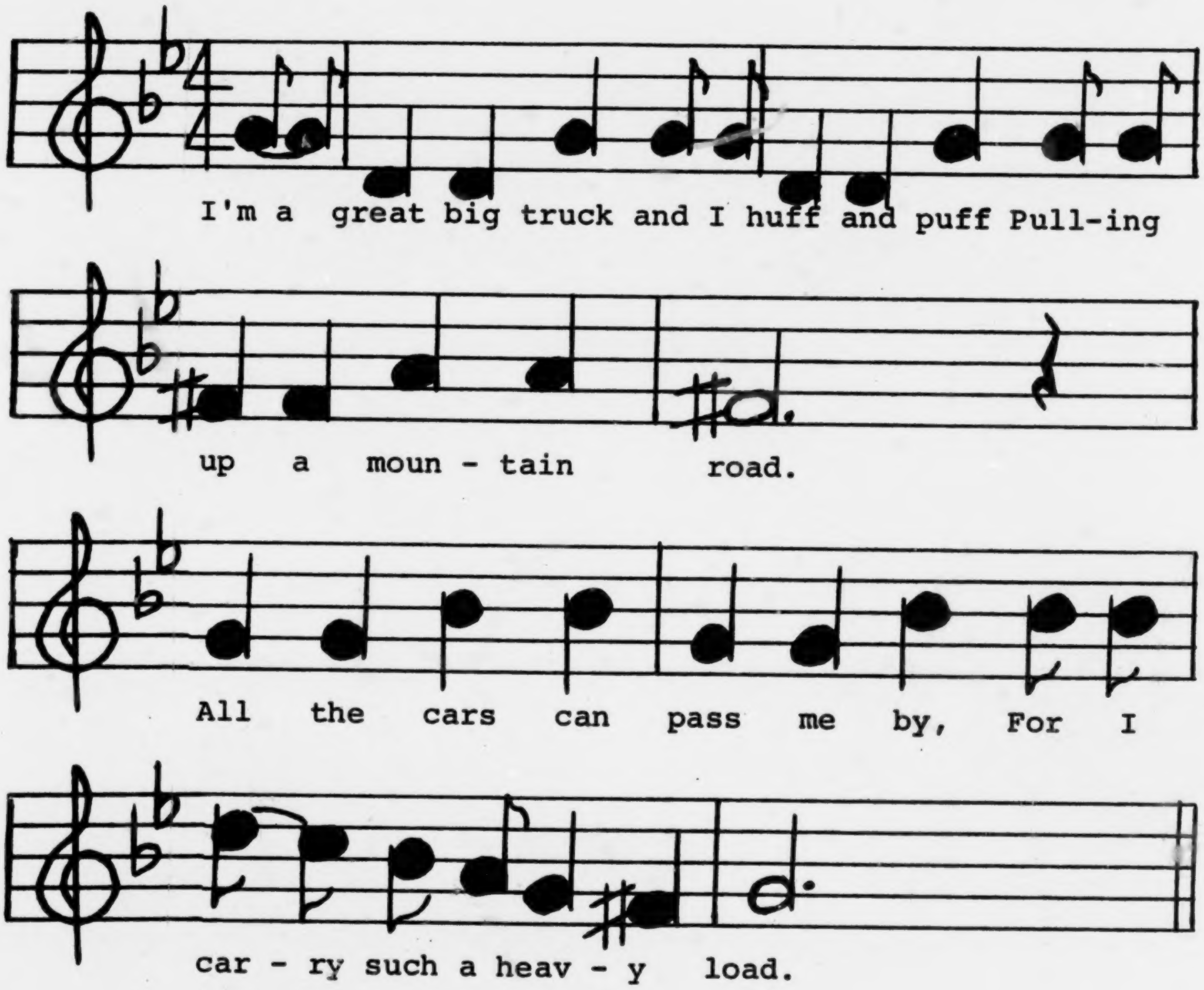
5. The children work together to make a large figure of a postman. The pupils select one child to lie down on a large piece of brown paper while the teacher uses a crayon to draw the outline of his body. One group of children paints on the outline the clothes, face and hat of a postman. They will also want to include a brown mailbag hanging over his shoulder. A second group of pupils cuts out the completed figure. The teacher hangs the "postman" on the wall or on the bulletin board along with the previously made "policeman," "fireman," "doctor," "nurse," and "dentist." The class chooses a name for the "postman" which the teacher prints on cardboard and attaches to the wall under the figure.

6. The teacher sings one or both of the following songs, repeating each of them while the children learn the words.

Lesson 29

"A Big Truck"

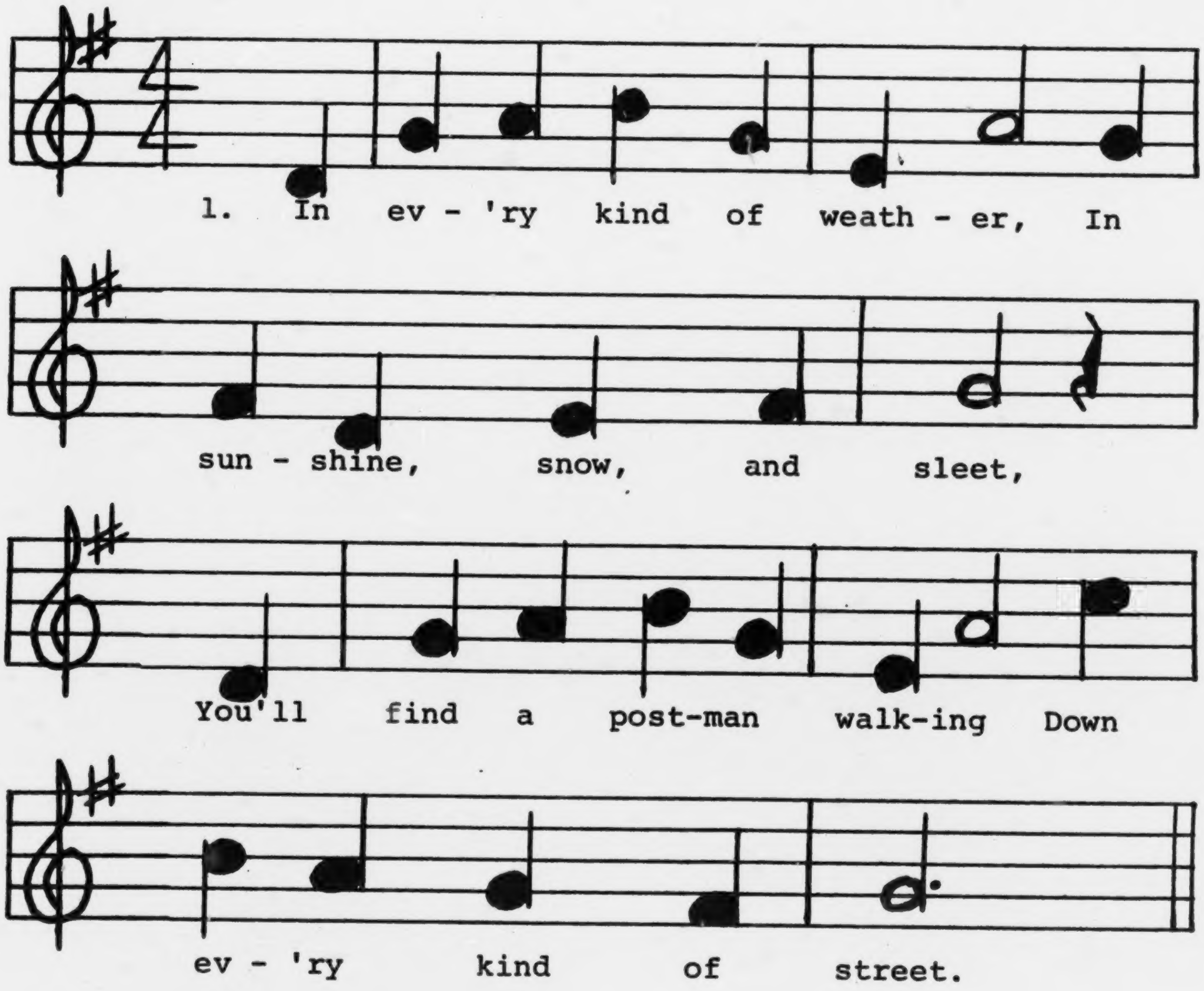
Lucille F. Wood | Lucille F. Wood


I'm a great big truck and I huff and puff Pull-ing
up a moun - tain road.
All the cars can pass me by, For I
car - ry such a heav - y load.

2. I carry milk that is fresh and sweet
From the dairy to the town.
All night long I roll along
Puffing over the hills and down.

"Workers in Our Town"

Marjorie Atkins
Children's Tune


1. In ev - 'ry kind of weath - er, In
sun - shine, snow, and sleet,
You'll find a post-man walk-ing Down
ev - 'ry kind of street.

2. I like the big policeman;
He's very nice to meet.
He stops the traffic for me
So I can cross the street.

3. The firemen have a habit
Of sliding on a pole.
Do you know how they do it?
They slide down through a hole.

7. One or several of the following books and films are used in correlation with the concepts studied in the lesson.

The True Book of Our Post Office and Its Helpers by Opal Irene Miner, Chicago: Children's Press, Inc., 1955.

"Modern Post Office," Los Angeles, California: Bailey Film Associates. (Color film)

"The Post Office," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Who Helps Us" Series)

Lesson 29

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Post office

Truck - Trucks

Driver - Drivers

Letter - Letters

Stamp - Stamps

Stamp - Stamping - Stamped

Mail - Mailing - Mailed

Mail (noun)

Mailbox

Mail truck

Mailbag - Mailbags

Package - Packages

Address

Seal - Sealing - Sealed

Send - Sending - Sent

Take - Taking - Took

Deliver

PROJECT LANGUAGE

LEVEL II

Lesson 30

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When instructed to place three letters in the mailbag and then asked, "How many letters did you put in the mailbag?" each child performs the action and says, "I put three letters in the mailbag."
2. When instructed to remove two letters from the mailbag and then asked, "How many letters did you take out of the mailbag?" each child performs the action and says, "I took two letters out of the mailbag."
3. When shown a rectangle and asked, "What shape is it?" each child answers, "It is a rectangle."
4. When shown a square and asked, "What shape is it?" each child answers, "It is a square."
5. When given a numeral eight and asked, "Which numeral is this?" each child answers, "This is the numeral eight."
6. When shown page 29 of the Pupil's Book and asked, "What happened first (second, third, last)?" each child describes in his own words the pictured actions in the correct sequence.

MATERIALS:

What Happens When You Mail a Letter? (used previously)
Crayons (used previously)
Brown mailbag (used previously)
Set of 50 addressed envelopes (used previously)
Flannel-board set of numerals (used previously)
Flannel board (used previously)
Set of cardboard or sandpaper numeral eights (one numeral for each child)
Rectangular letter
Cardboard rectangle templates (one for each child)
Square letter
Cardboard square templates (one for each child)
9" X 12" Newsprint (two sheets for each child)
A Book of Sizes and Shapes (used previously)
Set of colored paper shapes (squares, rectangles, triangles, circles)

Lesson 30

MATERIALS (cont'd)

What Is a Color? (used previously)
Squares Are Not Bad by Violet Salazar, New York: Golden Press, 1967.
White paste (used previously)
12" X 18" Newsprint (one sheet for each child)

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher leads the group in a review discussion of the book What Happens When You Mail a Letter? The appearances and the duties of postmen are emphasized. The children discuss the letters which they made and mailed in the previous lesson—reviewing the procedures of mailing, processing and delivering correspondence. Each child is given a turn to describe the event of receiving his letter from a friend. The teacher encourages the pupils to speak freely.

Using page 29 of the Pupil's Book, the teacher instructs the children to point in turn to the first, the second, the third and the last pictures. While the children are pointing, the teacher points to the same picture and asks:

(Teacher) "Which picture is this?"

The children answer:

(Pupils) "This is the first (second, third, last) picture."

An emphasis is placed upon the left to right and the top to bottom order of the pictures. The teacher discusses with the pupils the action shown in each picture, relating the pictured events to the actual experiences of the children. The sequence of the pictured actions is emphasized and the activities within the post office which would occur between the second and the third pictures are included in the discussion. The teacher leads the group to identify and to describe the events which happened "first," "second," "third" and "last." After the group determines those actions, the teacher asks:

(Teacher) "What happened first (second, third, last)?"

The children answer together and then as the questions are repeated in a varied order, individual children take turns answering in their own words.

Lesson 30

Each child is given crayons and is asked to follow the directions of the teacher:

(Teacher) "Draw a blue X on the picture that shows what happened first."
"Draw a brown circle on the picture that shows what happened second."
"Draw an orange X on the picture that shows what happened last."

After giving page 30 of the Pupil's Book to the children, the teacher instructs them to point in turn to the first, the second, the third and the last pictures. Again, the left to right and the top to bottom order of the pictures is emphasized. As the children are pointing, the teacher points to the same picture and asks:

(Teacher) "Which picture is this?"

The pupils answer:

(Pupils) "This is the first (second, third, last) picture."

The group is led to compare the sequence of events pictured on page 30 with the actions shown on page 29. The main difference in the two pages is that one page shows the mail proceeding from the country to the city while the other page pictures the mail going from the city to the country. The teacher asks concerning page 30:

(Teacher) "What happened first (second, third, last)?"

The children answer together or individually as the teacher specifies.

Each child is given crayons and is asked to follow the directions of the teacher:

(Teacher) "Draw a green X on the picture that shows what happened first."
"Draw a red circle on the picture that shows what happened second."
"Draw a yellow X on the picture that shows what happened last."

The teacher discusses each pupil's work with him individually as he finishes.

Displaying the brown mailbag used in the previous lesson, the teacher leads a review discussion of its function. Since the postman carries letters "in" the mailbag and then takes them "out" to deliver them, the teacher discusses with the children the positions indicated by the words "in" and "out." The pupils are encouraged to discuss items that can be located "in" other objects. Placing some letters in the mailbag, the teacher says:

(Teacher) "I am putting the letters in the mailbag. The letters are in the mailbag."

The teacher takes the letters out of the mailbag while saying:

(Teacher) "I am taking the letters out of the mailbag. The letters are out of the mailbag."

The group discusses the various objects which can be taken "out" of other items.

After placing the letters in the mailbag again, the teacher asks:

(Teacher) "Where are the letters?"

The children answer together:

(Pupils) "The letters are in the mailbag."

The teacher takes the letters out of the mailbag and asks:

(Teacher) "Where are the letters?"

The group responds:

(Pupils) "The letters are out of the mailbag."

Each child is given a turn to answer the two questions.

Again the teacher places the letters in the mailbag, asking:

(Teacher) "What did I do with the letters?"

The children answer:

(Pupils) "You put the letters in the mailbag."

Taking the letters out of the bag, the teacher asks:

(Teacher) "What did I do with the letters?"

The pupils respond:

(Pupils) "You took the letters out of the mailbag."

Lesson 30

Each child is given a turn to follow the teacher's instructions:

(Teacher) "Put the letters in the mailbag." or "Take the letters out of the mailbag."

When the pupil has completed the action, he answers the question:

(Teacher) "What did you do with the letters?"

by saying:

(Pupil) "I put (took) the letters in (out of) the mailbag."

The children are led to count the entire set of fifty addressed envelopes. The teacher asks:

(Teacher) "How many letters are there?"

The children answer:

(Pupils) "There are fifty letters."

The teacher instructs one child to put six (or other small, specific number) letters in the mailbag. When the pupil has completed the action, the teacher asks:

(Teacher) "How many letters did he (she) put in the mailbag?"

The group responds:

(Pupils) "He (She) put six letters in the mailbag."

The numerals one through six are placed on the flannel board. After the child places the specified number of letters in the mailbag, he goes to the flannel board and selects the numeral six to represent the six envelopes. The teacher asks:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral six."

The group discusses whether or not the child's numeral selection was correct.

The next child is instructed to take three letters out of the mailbag. The teacher asks:

(Teacher) "How many letters did he (she) take out of the mailbag?"

The children answer:

(Pupils) "He (She) took three letters out of the mailbag."

The child then goes to the flannel board and selects the numeral three. The teacher asks:

(Teacher) "Which numeral is this?"

The pupils answer:

(Pupils) "That is the numeral three."

The group determines whether or not the child's numeral selection was correct. The activity is repeated until each of the children in the group has had a turn to participate. The last child is asked to place eight letters in the mailbag. As the pupil goes to the flannel board to select the numeral to represent eight letters, the group discusses the fact that none of the numerals on the board can represent a set of not less or more than eight items. The teacher adds the numeral eight to the flannel board, identifying it as:

(Teacher) "This is the numeral eight."

The various sets of classroom items which could be represented by the numeral eight are discussed with the children. Each child is given a numeral eight and is encouraged to move his fingers around the numeral from top to bottom. The teacher asks:

(Teacher) "Which numeral is this?"

The children hold up their numerals and respond:

(Pupils) "This is the numeral eight."

Referring again to pages 29 and 30 of the Pupil's Book, the teacher discusses with the children the position of the letter in each picture as being "in" or "out of" a mailbox.

Activity 2

Displaying a letter in a rectangular envelope, the teacher asks:

(Teacher) "What shape is it?"

The children discuss their ideas of the shape and then the teacher reads the page concerning rectangles from A Book of Sizes and Shapes. Again the teacher displays the letter in an envelope, asking:

(Teacher) "What shape is it?"

The children answer:

(Pupils) "It is a rectangle."

The group is led to discuss the variety of objects which are rectangular in shape. The teacher defines a rectangle as a shape with two (equal) short sides and two (equal) long sides. Holding up a rectangular-shaped piece of colored paper, the teacher asks:

(Teacher) "What shape is it?"

The children answer:

(Pupils) "It is a rectangle."

The teacher gives each child a cardboard rectangle template, a crayon and a piece of newsprint. The shape of the inside of the template is discussed as being like the shape of the letter; therefore, it too is a rectangle. The motion of pressing the crayon against the inside edges of the cardboard in order to draw the lines forming the rectangle is demonstrated by the teacher. The pupils are instructed to make as many rectangles as possible on both sides of their papers. Each child's work is discussed with him as the teacher points to one figure on his paper and asks:

(Teacher) "What shape is it?"

The child answers:

(Pupil) "It is a rectangle."

The teacher holds up a square letter and compares its appearance to that of the rectangular letter. The teacher points to the square letter, asking:

(Teacher) "What shape is it?"

The children discuss their ideas of the shape. The page concerning squares in A Book of Sizes and Shapes is read to the group and a square figure is defined as one which has four sides that are just alike (equal). The teacher leads the children to discuss the variety of objects which are square in shape. Displaying a square piece of colored paper, the teacher asks:

(Teacher) "What shape is it?"

The children answer:

(Pupils) "It is a square."

Lesson 30

Each child is given a cardboard square template and another sheet of newsprint. The shape of the inside of the template is discussed as being like that of the square letter; therefore, it too is a square. The action of pressing on the inside edge of the template is identical to that used previously with the rectangle template. The children are encouraged to draw squares on both sides of their papers. The teacher discusses each pupil's work with him, pointing to one figure on his paper and asking:

(Teacher) "What shape is it?"

The child answers:

(Pupil) "It is a square."

The teacher alternately displays a square and a rectangle, asking:

(Teacher) "What shape is it?"

The children answer together:

(Pupils) "It is a (square, rectangle)."

Each child is given a crayon and page 31 of the Pupil's Book. The teacher reviews with the children the top, the bottom, the left side and the right side of the page. After leading the group to count the rows, the teacher points to the first row and asks:

(Teacher) "Which row is this?"

The children point to that same row and answer:

(Pupils) "This is the first row."

The dialogue is repeated for the second row.

The teacher points to the figure in the first row, asking:

(Teacher) "What shape is it?"

The children answer:

(Pupils) "It is a square."

The pupils are instructed to draw in the first row (without using templates) three squares like the one pictured. When all of the children have finished, the teacher points to the figure in the second row and asks:

(Teacher) "What shape is it?"

The pupils answer:

(Pupils) "It is a rectangle."

The children are instructed to draw in the second row (without using templates) two rectangles like the one pictured. As each child finishes, the teacher discusses his work with him individually. The teacher points in turn to the square and to the rectangle, asking:

(Teacher) "What shape is it?"

The child answers:

(Pupil) "It is a (square, rectangle)."

Activity 3

The teacher displays in turn a circle, a square, a triangle and a rectangle and reviews the shapes, asking:

(Teacher) "What shape is it?"

The children respond together:

(Pupils) "It is a (circle, square, triangle, rectangle)."

Each child is given a turn to stand before the group to identify all four of the shapes. The teacher displays the figures in turn and asks:

(Teacher) "What shape is it?"

The pupil answers:

(Pupil) "It is a (circle, square, triangle, rectangle)."

Holding up shapes of different colors, the teacher reviews all of the colors previously studied: red, yellow, blue, green, black, white, orange, brown, gray and purple. The teacher asks the group to identify each color:

(Teacher) "What color is it?"

The children answer:

(Pupils) "It is (color)."

Lesson 30

The entire book What Is a Color? is read to the group as a review of all the colors. Using various colored shapes, the teacher displays in turn each of the colors as the pupils take turns standing in front of the group to identify the colors. The teacher asks:

(Teacher) "What color is it?"

The child responds:

(Pupil) "It is (color)."

The teacher gives each child page 32 of the Pupil's Book and reviews with the group the top, the bottom, the left side and the right side of the page. After leading the group to count the rows, the teacher asks the pupils to point in turn to the first, the second and the third rows. As the children are pointing to each row, the teacher points to that same row and asks:

(Teacher) "Which row is this?"

The pupils answer:

(Pupils) "This is the first (second, third) row."

Pointing to the figure in the first row on the page, the teacher asks:

(Teacher) "What shape is it?"

The children answer together:

(Pupils) "It is a triangle."

The pupils are given crayons and are asked to follow the directions of the teacher:

(Teacher) "In the first row, draw one triangle like the one pictured." (without the use of templates)
"In the second row, draw three rectangles."
"In the third row, draw four squares."
"In the first row, color one triangle blue."
"In the third row, color one square orange."
"In the second row, color one rectangle green."

When all of the children have finished their work, the teacher discusses the page with the entire group. Holding up a correctly completed sheet, the teacher reviews the directions in the order just given and emphasizes the figures that should have been made. The teacher discusses each child's work with him individually.

Lesson 30

The book Squares Are Not Bad is read to the group and the sequence of events in the story is discussed with the children. The pupils are led to describe what happened "first," "second," "third" and "last" in the book. A special emphasis is placed upon the variety of pictures that can be made by combinations of shapes. The teacher shows assorted colored figures to the children and talks with them about making pictures using all of the different shapes. Each pupil is given a large sheet of newsprint, some paste and an assortment of the colored pieces. The children are also given crayons to use in making the lines that are sometimes needed to connect shapes in pictures. No other items should be drawn on the papers with the crayons. Sufficient time is needed for the successful completion of this activity.

As each child finishes, the teacher discusses his picture with him while encouraging him to tell a story about his work. The pupil speaks freely at this time.

Lesson 30

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. After the children have traced their fingers around the cardboard or sandpaper numerals as directed in Activity 1, the teacher demonstrates making a numeral eight on the chalkboard, while saying the following rhyme:

   Make an "S,"
   But don't wait—
   Climb right back up to make an eight!

   The pupils in turn repeat the rhyme and practice making the numeral eight on one side of their papers. The teacher works with each child individually, discussing the meaning of the numeral. The pupils are asked to turn over their papers to make a numeral eight and eight pictures of an object of their choice. The teacher discusses each child's work with him individually.

2. The teacher leads a review discussion of the large figures of community helpers that are displayed in the classroom. (These were included in the Suggestions for Supplemental Activities of Lessons 25 through 29.) The duties and appearance of each person are discussed. The pupils are given paper sacks and a variety of tempera paints to use in making puppets representing their favorite community helpers. The teacher demonstrates painting a face on the bottom of a sack using one of the folds for the mouth opening. Bright construction paper is cut and is attached to the sack to form the hair, ears, hat, etc. of the puppet. The teacher discusses each child's work with him individually.

   When the pupils have completed their work, the teacher leads a discussion of the variety of dramatizations in which the puppets could be used. Two basic themes are developed with the children and the class is divided into two groups which create their own presentations. The teacher assists each group in their planning while emphasizing the sequence of events in terms of "first," "second," "third," etc.

   A cloth is draped over the front of a long table to form the puppet theatre. The groups in turn present their dramatizations. The children are encouraged to speak freely in their roles.

3. One large, brightly colored shape (triangle, circle, square or rectangle) is pasted on the side of each of four large, empty boxes. After each shape has been identified and discussed, the class is divided into four teams. The teams are each given a beanbag which the players are instructed to throw into a specific box. The winner is the first team

whose members have all thrown the beanbag into the correct box. The words "in," "into," "over," "in front of," "behind," "out of," etc. are emphasized during the activity.

The game is varied as individual children are given turns to throw a beanbag into the box marked with the shape that is specified by the teacher. The boxes are placed close together. The pupil identifies the shape that is on the box into which he threw the bag.

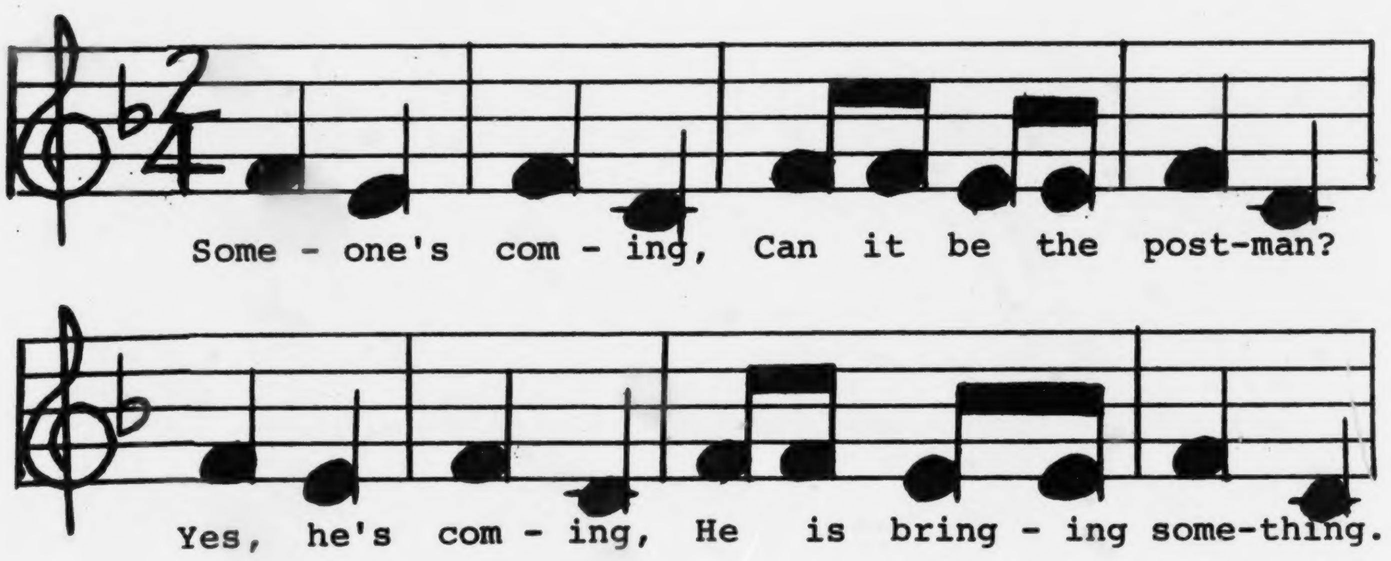
4. Each child is given a medium-sized brush, some plastic starch and a large sheet of white paper. The teacher demonstrates tearing brightly colored tissue paper into various shapes, placing them one at a time on the paper and then brushing the starch over them. Overlapping colors produce different hues. By layering the various colors and shapes, the children make pictures of community helpers at work.

5. The teacher sings the song "The Postman," repeating it so that the children can learn the words.

"The Postman"

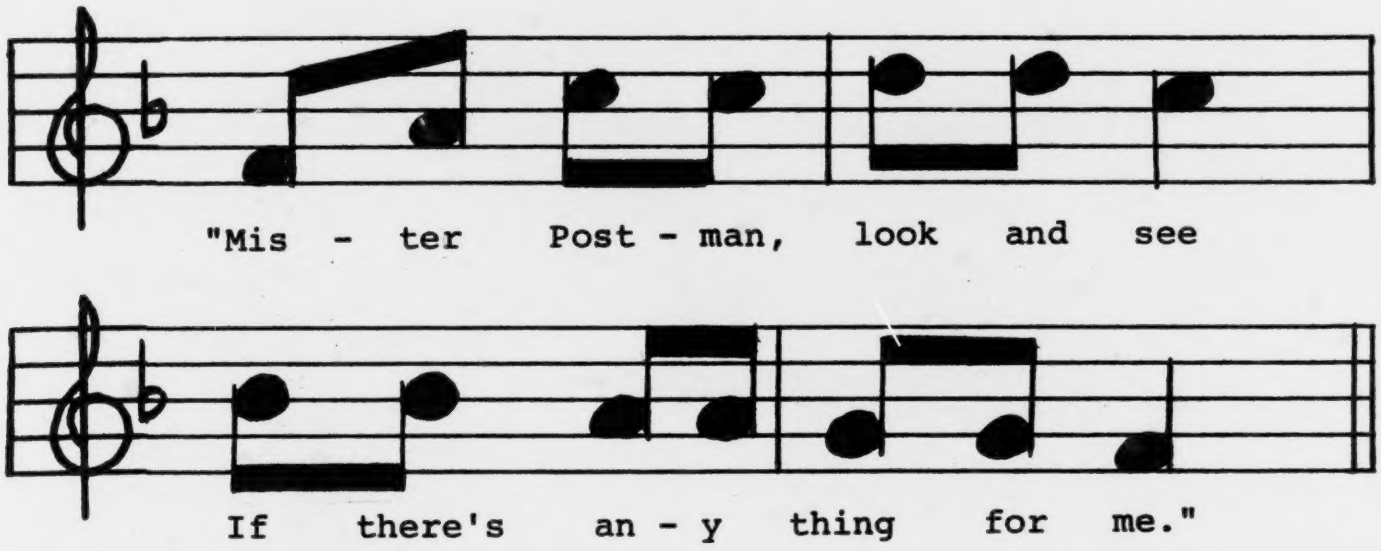
Helen Myers Cornwell
Arranged by Alice Firgau

German Folk Tune


Some - one's com - ing, Can it be the post-man?
Yes, he's com - ing, He is bring - ing some-thing.

(Continued on the next page)

"The Postman" (cont'd.)


"Mis - ter Post - man, look and see
If there's an - y thing for me."

6. One or several of the following records and filmstrips are used in correlation with the concepts studied in the lesson.

"Color Concepts," New York: Educational Record Sales. (Record set)

"Communities and Community Helpers," New York: Educational Record Sales. (Record set)

"The Letter," Santa Monica, California: BFA Educational Media. (8mm Filmstrip from "Tell the Whole Story" Series)

"Properties of Shapes," Santa Monica, California: BFA Educational Media. (8mm Filmstrip)

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Paste - Pasting - Pasted
Shape - Shapes
Side - Sides
Line - Lines
Read - Reading - Read
Open - Opening - Opened
Close - Closing - Closed
Take - Taking - Took

Mailbag
Day - Days
Put - Putting - Put
More than
Less than
Equal
Alike
Different

UNIT SIX

"Transportation"

Lessons 31-32

Unit Six - Transportation

SEQUENTIAL OUTLINE OF SUBJECT MATTER

I. Comparison of urban and rural environments

    A. Specifications of various sounds, sights, smells, textures, etc.

    B. Recognition of interdependence of persons everywhere

    C. Consideration of variety of vehicles available to persons for travel from one locale to another

II. Knowledge of buses

    A. Understanding of uses

        1. Comparison of number of bus passengers with number of car passengers

            a. Identification of specific passenger groups: many, more, most, few, fewer, fewest
            b. Association of nine passengers with numeral nine

        2. Recognition of cross-country or cross-city destinations

    B. Specification of procedure for riding buses

        1. Description of bus station

            a. Identification of ticket windows
            b. Recognition of waiting room
            c. Cognition of use of money to purchase ticket
            d. Comparison of rural and city bus stops to urban bus stations

        2. Understanding of driver's duties

        3. Imagination of sights seen through bus windows

    C. Representation of appearance

III. Knowledge of trains

    A. Comparison with buses and cars

        1. Recognition of capacity for more passengers

        2. Identification of train tracks as compared to highways used by cars and buses

3. Discrimination between distances traveled: near, far

B. Cognition of general appearance

1. Identification of various cars: engine, fruit car, gasoline car, refrigerated car, dining car, passenger car, caboose, etc.

2. Description of train accommodations and personnel

3. Imitation of train sounds

C. Specification of procedure for riding trains

1. Description of train station

a. Identification of ticket windows, baggage check and waiting room
b. Cognition of use of money to purchase ticket

2. Imagination of sights seen through train windows

D. Representation of appearance

IV. Knowledge of boats

A. Comparison with trains, buses and cars

1. Recognition of ship's capacity for more passengers

2. Association of ten passengers with numeral ten

3. Identification of water needed by boats as compared to train tracks and highways

4. Discrimination between distances traveled: near, far

B. Cognition of general appearances

1. Identification of various kinds: sailboat, rowboat, motorboat, tug, ocean liner, freighter, etc.

2. Description of boat accommodations and personnel

3. Imitation of boat sounds

C. Specification of procedure for riding boats

1. Description of wharf

2. Cognition of use of money to purchase ticket

3. Imagination of sights seen from boat's deck

D. Representation of appearance

V. Knowledge of airplanes

A. Comparison with boats, trains, buses and cars

1. Recognition of more capacity for passengers than cars or buses but less than some trains and boats

2. Identification of air needed by airplanes as compared to water, train tracks and highways

3. Discrimination between distances traveled: near, far

B. Cognition of general appearances

1. Identification of various kinds

2. Specification of particular parts: wings, motors, tail, cockpit, cabin, etc.

3. Imitation of airplane sounds

4. Description of airline accommodations and personnel

C. Specification of procedure for riding airplanes

1. Description of airport

a. Identification of ticket counters, baggage check stands, lobbies and gates
b. Cognition of use of money to purchase ticket

2. Imagination of sights seen through airplane windows

D. Representation of appearance

VI. Summary of study—recognition of similarity of all people

A. Understanding that everyone is a family member

B. Cognition that all persons live in houses located in rural or urban environments

C. Knowledge that most persons work at occupations which accumulate to provide all services necessary for civilized life

D. Understanding that all people studied travel by car, bus, train, boat or airplane

E. Cognition that persons, while traveling, encounter other persons similar to themselves

LISTENING SKILLS

1. Answer questions correctly.
2. Discuss books and poems that have been read to the class.
3. Describe records after hearing them.
4. Follow directions.

   Examples:

   a. Complete Pupil's Book pages as instructed.

   b. Play games as directed.
5. Participate in class discussions and dramatizations.
6. Develop auditory discrimination.

   Examples:

   a. Imitate various train sounds.

   b. Identify and distinguish between the sounds of the following vehicles: bus, train, boat and airplane.

   c. Describe sounds heard during field trips to a bus terminal, a train station and an airport.

LANGUAGE SKILLS

1. Command the expanded vocabulary gained by a study of the modes of transportation.

2. Answer questions by using complete sentences.

   Examples:

   a. State, "This is the numeral (nine, ten)," in response to the question, "Which numeral is this?"

   b. State, "I am going to (name of city)," in response to the question, "Where are you going?"

   c. State, "A train moves on tracks," in response to the question, "On what does a train move?"

   d. State, "A boat moves on the water," in response to the question, "On what does a boat move?"

   e. State, "An airplane moves in the air," in response to the question, "In what does an airplane move?"

3. Express pertinent ideas in class discussions.

4. Describe personal artwork.

5. Ask questions correctly.

   Example:

   a. Ask, "Are you a (community helper)?"

6. Participate in class dramatizations.

7. Use words denoting position, direction and location.

   Examples:

   a. State, "This is the numeral (nine, ten)," in response to the question, "Which numeral is this?" (each child holds a numeral)

   b. State, "That is the numeral (nine, ten)," in response to the question, "Which numeral is this?" (the numeral is held at the front of the class)

   c. State, "Wheels go around," in response to the question, "Which way do wheels go?"

Unit Six - Transportation

READING READINESS SKILLS

1. Distinguish positions, directions and locations.

   Examples:

   a. Move from left to right across the page while completing the Pupil's Book activities.

   b. Identify the first, second and third rows.

   c. Recognize a revolving motion.

2. Determine likenesses and differences.

   Example:

   a. Compare and contrast modes of transportation.

3. Recognize comparisons.

   Examples:

   a. Determine the group having fewer (fewest) objects than another group.

   b. Identify the group having more (most) objects than another group.

4. Develop visual discrimination.

   Examples:

   a. Identify the following geometric shapes: triangle, circle, square and rectangle.

   b. Distinguish between near and distant locations.

PROJECT LANGUAGE

LEVEL II

Lesson 31

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown the first, second and third rows on a page and asked, "Which row is this?" each child answers, "This is the first (second, third) row."

2. When given a numeral nine and asked, "Which numeral is this?" each child answers, "This is the numeral nine."

3. When asked, "Which way do wheels go?" each child answers, "Wheels go around."

MATERIALS:

Flannel board (used previously)
Instructo flannel-board set, "Community Helpers" (used previously)
Flannel-board picture of a farmer (used previously)
"At the Farm" picture set (used previously)
"In the City" picture set (used previously)
Sounds of the City by Steven Sahlein, New York: Columbia Records, 1968. (Book and record)
Tempera paints
Paint brushes
18" X 24" Newsprint (one sheet for each child)
Crayons (used previously)
Instructo flannel-board set, "Cars and Trucks" (used previously)
Flannel-board set of numerals (used previously)
Set of cardboard or sandpaper numeral nines (one numeral for each child)
Model cash register (used previously)
Play money (used previously)
Pretend bus tickets (one for each child)

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

Placing in turn on the flannel board the picture of each of the community helpers which were previously studied—the farmer, the policeman, the fireman, the doctor, the nurse, the dentist and the postman—the teacher asks:

(Teacher) "Who is he (she)?"

The children answer:

(Pupils) "He (She) is a farmer (policeman, fireman, doctor, nurse, dentist, postman)."

The services and the appearance of each of the persons are discussed. The pupils are given turns to pantomine in front of the group the actions of one of the community helpers. The children in the class try to guess the role being dramatized, asking:

(Pupils, in turn) "Are you a (community helper)?"

The performing child answers each question:

(Pupil) "Yes." or "No."

The pupil who correctly identifies the community helper enacted is given the next turn to pantomine in front of the group.

Displaying all of the pictures from both the "At the Farm" set and the "In the City" set, the teacher reviews with the pupils the two environments. The children are encouraged to remember the sights, sounds, smells and feelings of both places. As the city is reviewed, the record "Sounds of the City" is played and the accompanying book is read. The concepts presented are discussed with the group. The interaction and the cooperation among all of the community helpers is emphasized. Neither the farms nor the cities could really exist alone. The products and the services of the people working in each place are needed by those persons living in the other locale. In this way, one individual does not need to perform every job. Each person trains for his particular profession and then depends upon other people in various occupations to produce all the products and the services he needs to survive. Every worker is a family member who lives in a house in a city or in the country. This is true of the community helpers who were studied—they have one job and depend upon other persons to perform the other necessary services. All people everywhere are members of families, live in houses, travel in cars or trucks of some sort and work at some type of job. The pupils are led to relate this to their own family lives and to describe to the group their homes, their families, their parents' occupations, etc. The children are encouraged to speak freely.

Lesson 31

Each child is given a turn to paint a picture of the farm and the city, including all the community helpers. Large 18" X 24" sheets of newsprint are used so that the pupils have enough space to express all that they remember about the topics studied. The children are encouraged to include many shapes and colors in their pictures as they show the sights, the sounds, the smells and the feelings they recall about the farm and the city. The teacher discusses each child's work with him individually.

Activity 2

Using page 33 of the Pupil's Book, the teacher reviews with the children the top, the bottom, the left side and the right side of the page. The teacher points to each row in turn, asking:

(Teacher) "Which row is this?"

The children answer:

(Pupils) "This is the first (second, third) row."

As the pupils point to each shape in the first row, the teacher asks:

(Teacher) "What shape is it?"

The group responds:

(Pupils) "It is a triangle (circle, square)."

The dialogue is repeated concerning the shapes pictured in the second and the third rows.

The children are given crayons and are instructed to make in the second box of the first row three figures identical to those pictured in the first box of that row. The three figures that are drawn must be the same shapes and must be in the exact order of those pictured at the left of the row. The procedure is repeated in the second and in the third rows.

When all the pupils have finished, the teacher displays a correctly completed page. The directions given previously are reviewed as the teacher points to and describes the shapes that should have been drawn. The teacher discusses each child's work with him individually, encouraging him to speak freely.

Activity 3

Now that the paintings made in Activity 1 are dry, each child is given a turn to display his picture in front of the group and to describe the scene to the class. The pupils are led to discuss how the people who live in houses and work in a city, in a town or on a farm can get from home to work, from the city to the country or from one city to another city. Cars and trucks are probably used most frequently for traveling. This is especially true concerning short distances such as driving from home to work.

The teacher places on the flannel board the pictures of cars. The variety of their appearances is discussed. The colors, shapes and sizes of cars may be different; but they do have certain features in common: four wheels, a motor, windows, seats, etc. The wheels on all cars go "around" just as do the wheels and the flashing lights on the police car, the fire truck and the ambulance.

The number of passengers who can ride in any one car depends upon the size of the vehicle. However, the entire class could not ride in one car. Placing the picture of a bus on the flannel board, the teacher discusses with the group the number of people who could ride on the bus—yes, the entire class. The numerals one through eight are placed on the flannel board beside the bus. The teacher points to each numeral in turn, asking:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral one (two, three, four, five, six, seven, eight)."

As each numeral is identified, the group discusses whether or not the number of persons represented by that numeral could ride on a bus. In each case, the answer is "Yes!" so the teacher places the numeral behind the bus as if those persons were "on board." Finally, the teacher places the numeral nine on the flannel board and asks if the children recognize it. The teacher identifies it, saying:

(Teacher) "This is the numeral nine."

The number of items the numeral represents is discussed as various sets of nine classroom articles are identified. Each child is given a numeral nine and is encouraged to move his fingers around the numeral from top to bottom. The teacher asks:

(Teacher) "Which numeral is this?"

The children hold up their numerals and answer:

(Pupils) "This is the numeral nine."

Lesson 31

The numeral nine is also placed behind the bus since nine people can ride the vehicle.

When a person living in a city does not own a car or if there are traffic and parking problems, he may ride a city bus from one part of the town to another. People who wish to travel from one city to another city may find that riding the bus is more convenient than driving cars. The teacher displays pictures of a city bus and of a cross-country bus, determining their similarities and their differences. Because the buses are so big, they have many more wheels than have cars. However, the bus wheels go "around" just as do the car wheels. The teacher asks:

(Teacher) "Which way do wheels go?"

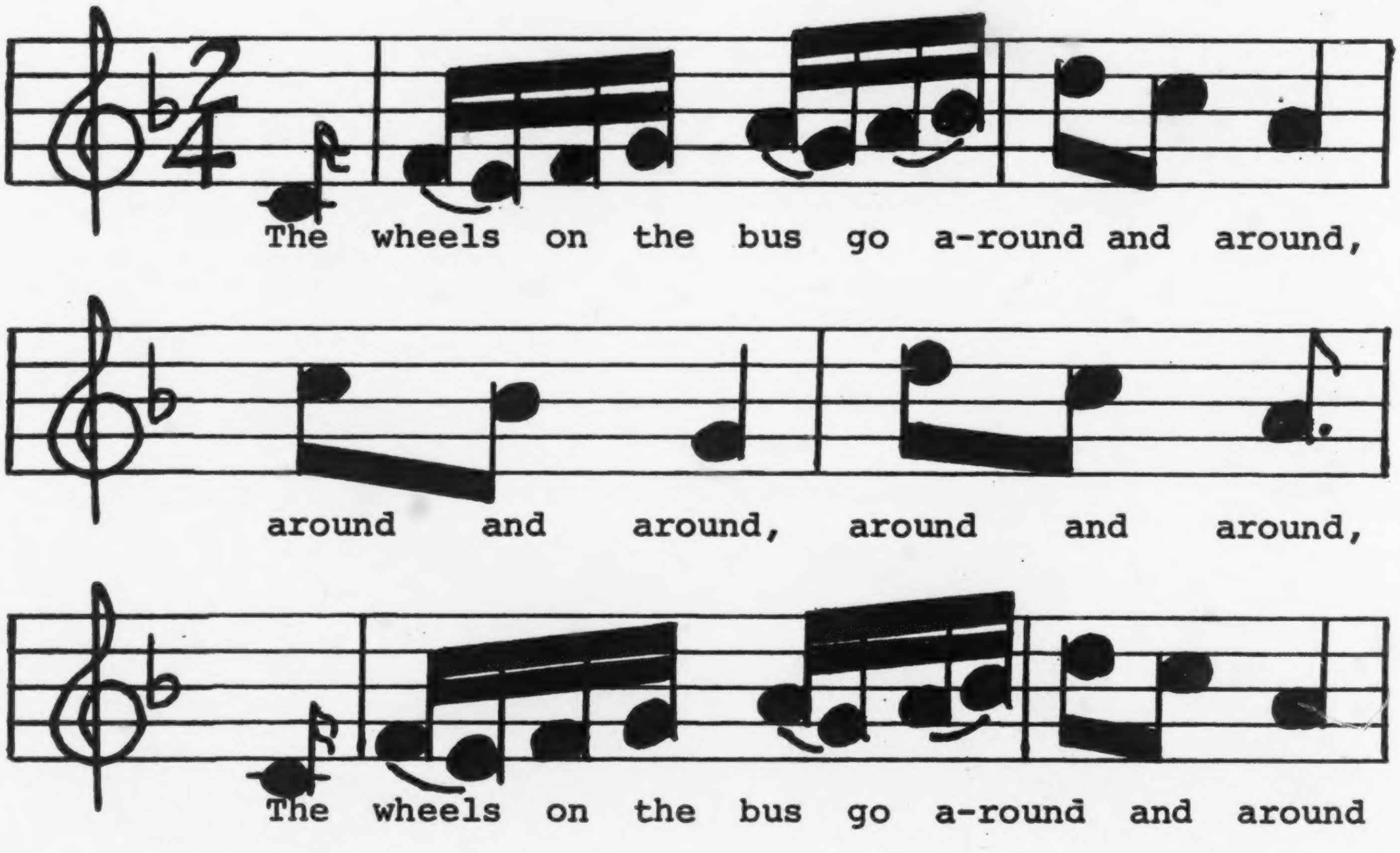
The children answer:

(Pupils) "Wheels go around."

The teacher sings the song "The Wheels on the Bus," repeating it until the children have learned the words and the motions.

"The Wheels on the Bus"

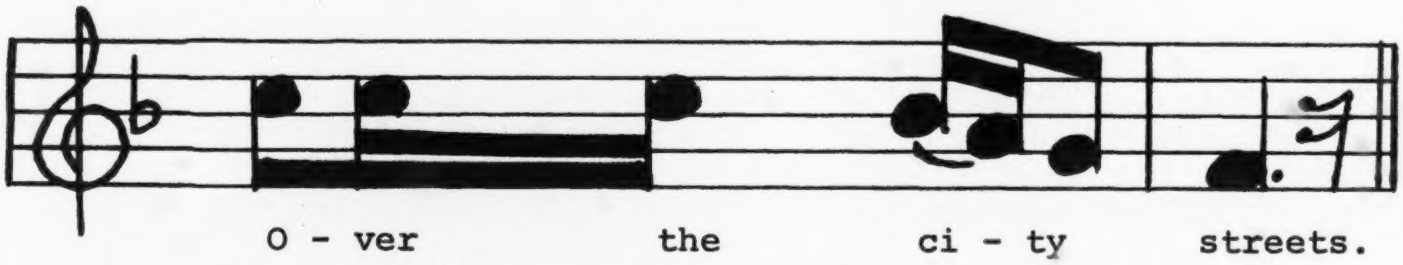
German Folk Song


The wheels on the bus go a-round and around,
around and around, around and around,
The wheels on the bus go a-round and around

(Continued on the next page)

Lesson 31

"The Wheels on the Bus" (cont'd)



2. The horn on the bus goes toot, toot, toot,
   Etc.
   At all the buses it meets.

3. The people on the bus go up and down,
   Etc.
   While bouncing on their seats.

A rolling hand-over-hand motion is used as the first verse is sung. During the second verse, the children toot horns made by placing their hands at their mouths; while in the third verse, the children bounce up and down on pretend bus seats.

The teacher explains to the children that it is necessary to buy a ticket or to give money to the bus driver before traveling on a city or on a cross-country bus. There are bus stations in big cities. Inside the station are many ticket windows where people buy their tickets and then sit down to wait for the cross-country bus. In the country or in a small town, there may be only a designated bus stop or a sign where people wait for the bus—this is also true of city buses. When the people board the bus from a bus stop, they pay the driver or put their money or token in a money box at the front of the bus. The bus driver on a cross-country bus gives the person a ticket, while a city bus driver may give a transfer so that the person may change to another bus without paying extra money.

The pupils are asked to pretend that they are going to go on a long bus ride to the nearest big city or to a big city in the next state. Each child is given some play money and is directed to go to one side of the room to wait for the "bus." For urban children, that side of the room is the "bus station" and the teacher sets up a "ticket window" complete with a cash register. The children line up at the "window" and the "ticket agent" (teacher) asks each in turn:

(Teacher) "Where are you going?"

The child answers:

Lesson 31

(Pupil) "I am going to (name of city)."

The "agent" states the price, the child pays his money and the "agent" returns the change and the "ticket." The pupil then sits down in the "waiting room" to wait for the "bus." Rural children use the designated side of the room for a "bus stop" and will pay the "driver" (teacher) when the "bus" arrives.

Whether the "bus stop" is urban or rural, the "bus" arrives with the teacher driving. The children enter, give their ticket or money to the "driver" and receive in return the stub of their ticket. (The chairs in the classroom are arranged so that there are two seats on each side of an aisle—with one seat for the "driver.") When the children are seated, the group pretends to be riding down a street or a highway. The teacher asks each child in turn to describe something that he sees through the "window." The pupils discuss the wide variety of sights which could possibly be seen on a long bus trip. While they "ride," the children will also enjoy singing the new song "The Wheels on the Bus." When the "bus" arrives at its "destination," the "passengers" get off, say "Good-by!" to the "driver" and go about their "business" in the "city."

NOTE:

The children will enjoy and will benefit from a visit to the local bus station with its variety of sights and sounds.

Lesson 31

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. After the children have traced their fingers around the cardboard or sandpaper numerals as directed in Activity 3, the teacher demonstrates making a numeral nine on the chalkboard while saying the following rhyme:

   A loop and a line—
   And that's a nine!

   The pupils in turn repeat the rhyme and practice making the numeral on the chalkboard as the teacher assists them. When all of the children have finished, they are given crayons and sheets of newsprint and are instructed to practice making the numeral nine on one side of their papers. The teacher works with each child individually, discussing the meaning of the numeral. The pupils are asked to turn over their papers to make a numeral nine and nine pictures of an object of their choice. The teacher discusses each child's work with him individually.

2. After reviewing the large figures displayed in the classroom, each child is asked to name the community helper he would like most to be. As the teacher assists him, the pupil creates a story about the things he would do if he were the community helper of his choice. The teacher prints the child's response on a sheet of newsprint.

   When all the children have finished their stories, each child in turn lies on a large piece of brown paper while the teacher draws the outline of his body. The pupils use tempera paint to complete the clothes and the faces of their figures, making them look like their favorite community helpers. The teacher attaches each child's story to his completed figure and adds the pupil's name. These figures are added to the display in the room.

3. Each pupil is instructed to choose a sheet of colored paper. The teacher reviews with the group the basic appearance of buses: wheels, body, windows, etc. The children are asked to tear out shapes of buses and to paste them on sheets of newsprint. The teacher discusses each child's work with him individually.

4. One or several of the books, records and filmstrips listed on the following page are used in correlation with the concepts studied in the lesson.

Lesson 31

ABC of Buses by Dorothy E. Shuttlesworth, Garden City, New York: Doubleday and Company, Inc., 1965.

The Wing on a Flea; a Book about Shapes by Ed Emberley, Boston: Little, Brown and Company, 1961.

"Muffin in the City," New York: Educational Record Sales. (Record)

"Muffin in the Country," New York: Educational Record Sales. (Record)

"Transportation," New York: Educational Record Sales. (Record set)

"Buses That Serve the Community," Los Angeles, California: Bailey Film Associates. (Color film)

"What You'd See at the Bus and Truck Terminals," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Transportation" Series)

"Who Works at the Bus and Truck Terminals," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Transportation" Series)

Lesson 31

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Bus - Buses

Ticket agent

Bus driver

Ticket - Tickets

Ride - Riding - Rode

Drive - Driving - Drove

Money

Travel - Traveled

Pay - Paying - Paid

Curve

Bus Terminal

Bus stop

PROJECT LANGUAGE

LEVEL II

Lesson 32

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a picture of a train and asked, "On what does a train move?" each child answers, "A train moves on tracks."

2. When shown a picture of a boat and asked, "On what does a boat move?" each child answers, "A boat moves on the water."

3. When shown a picture of an airplane and asked, "In what does an airplane move?" each child answers, "An airplane moves in the air."

4. When given a numeral ten and asked, "Which numeral is this?" each child answers, "This is the numeral ten."

MATERIALS:

How Far Is Far? by Alvin Tresselt, New York: Parent's Magazine Press, 1964.
Flannel board (used previously)
Instructo flannel-board set, "Cars and Trucks" (used previously)
"Transportation" picture set (used previously)
The Pony Engine by Doris Garn, New York: Grosset and Dunlap, 1958.
The Boat Book by Joe Kaufman, New York: Golden Press, 1965.
Crayons (used previously)
Flannel-board set of numerals (used previously)
Set of cardboard or sandpaper numeral tens (one numeral for each child)
Model cash register (used previously)
Play money (used previously)
Pretend plane tickets (one for each child)
Cookies (one for each child)
Near and Far by Cherney Berg, New York: Columbia Records, 1969. (Book and record)

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The book How Far Is Far? is read and is discussed with the pupils. The concepts indicated by the words "near" and "far" are emphasized in the discussion. Placing on the flannel board the pictures of a car and of a cross-country bus, the teacher reviews with the group the traveling that can be done in those vehicles—to places near and far. The picture of a train is shown to the children, who compare it to those of the car and of the bus. The teacher identifies the train by saying:

(Teacher) "The train moves on tracks."

Like the bus and the car, the train has wheels which go around. However, unlike the bus and the car which travel on streets, roads and highways; the train travels on special metal tracks. A train is composed of different kinds of railroad cars all hooked together. An engine pulls passenger cars, refrigerated cars, grain cars, gasoline cars, freight cars, etc. and finally a caboose. The sounds of a train moving along the tracks are very loud and distinct, including the engine's whistle that toots. The teacher leads the children to imitate the various sounds made by a train. An engineer controls the train but other men work there too: a fireman, a brakeman, porters, cooks, waiters, etc. A passenger train has many cars with seats as well as a dining car for eating. Train passengers buy their tickets in a train station that is similar to the bus station studied previously. After discussing with the group the various aspects of trains, the teacher reads the book The Pony Engine.

The children are directed to form a pretend train. One child is asked to be the "engine" and one is chosen to be the "caboose." The remaining pupils specify the kind of "car" they would like to be: a gasoline car, a fruit car, a grain car, a passenger car, etc. The "cars" "hook" together and the "train" "chugs" all around the room on its "tracks," whistling and making other train sounds.

A train carries people, boxes, cars, gasoline, fruit, vegetables—a wide variety of products to many different places. There are tracks for trains all across the United States and Canada. Trains also travel in foreign countries, but they cannot cross the oceans between the United States and those faraway places unless the railroad cars are placed on boats. Only boats can travel on water. Pointing to the train picture, the teacher asks:

(Teacher) "On what does a train move?"

The children answer:

(Pupils) "A train moves on tracks."

The Boat Book is read and the variety of boats is discussed. Displaying a large picture of a boat, the teacher says:

(Teacher) "A boat moves on the water."

Most boats, like cars, buses and trains, have motors which propel them; however, they do not have wheels. A boat large enough to carry railroad cars far across the ocean would have to be very big and would be called a "ship." Ships take people and all kinds of products to the foreign countries that are far away. A large ship needs a crew of many persons: cooks, waiters, doctors, nurses, captain, engineers, etc. Persons who want to ride ships must buy tickets, just as do the bus and train passengers. The sounds associated with large ships include the horn blowing—giving messages to other boats and dock workers—and the sound of moving water. People also ride small boats, with or without motors, on lakes and rivers going to places that are near or just having fun. Pointing again to the picture of a boat, the teacher asks:

(Teacher) "On what does a boat move?"

The children answer:

(Pupils) "A boat moves on the water."

Activity 2

The children are given page 34 of the Pupil's Book. The teacher reviews with the class the top, the bottom, the left side and the right side of the page. The pupils are led to count the pictures on each side of the page and to determine that the set on the right side has more pictures in it than does the set on the left side. The children are instructed to point in turn to each picture on the left side of the page. As the pupils are pointing, the teacher asks:

(Teacher) "On what does the train (boat, bus) move?"

The children answer:

(Pupils) "The train (boat, bus) moves on tracks (water, streets)."

The variety of places to which each vehicle travels is discussed with the group. The pupils are given crayons to draw lines between the pictures on the left and the pictures on the right which go together. The teacher discusses each child's work with him individually, encouraging him to speak freely. When all of the children have finished, the teacher leads a review discussion of the positions of the pictures on the left side of the page as being "top," "middle" and "bottom."

The number of people who could ride each of the pictured vehicles is discussed. The flannel-board numerals one through nine are placed on the flannel board and are identified. The teacher points to each numeral in turn, asking:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral one (two, three, four, five, six, seven, eight, nine)."

The pupils are instructed to hold up as many fingers as each numeral represents. The class then determines that each of the pictured vehicles could accommodate that many passengers. The teacher finally places the numeral ten on the flannel board and identifies it as:

(Teacher) "This is the numeral ten."

After discussing the various sets of ten classroom objects which could be represented by the numeral, each child is given a numeral ten and is encouraged to move his finger around both parts from top to bottom. The teacher asks:

(Teacher) "Which numeral is this?"

The children hold up their numerals and respond:

(Pupils) "This is the numeral ten."

The pupils hold up the ten fingers represented by the numeral and determine that all three of the pictured vehicles could accommodate even more than ten people. The bus would carry "many" passengers, the train could transport "more" while the boat would have room for the "most" persons.

Activity 3

Displaying the picture of an airplane, the teacher leads the children to compare it to the vehicles previously studied: car, bus, train and boat. A plane is similar to them all since it has motors and wheels which go around; however, it travels in the air rather than on land or water. The teacher says:

(Teacher) "The airplane moves in the air."

The airplane takes off from one airport, pulls up its wheels, flies to its destination, puts down its wheels and lands at a different airport. Many people work on airplanes: pilot, co-pilot, stewardesses and stewards in addition to the ground crew. Large airplanes carry mail, cargo and passengers to places that are far away. Small planes having room for only three, five, eight, etc. people travel shorter distances to locations that are near. The teacher reads the following poem and discusses it with the group.

Lesson 32

"Airplanes"

The airplanes seem to have a path
    Across our piece of sky.
I always wave my hat to them
    As they go humming by.

And soon when I am grown up big,
    I'll pilot such a ship.
And when the small boys wave to me,
    I'll do a double flip.

Muriel Schulz

An airport has many desks, like the bus station, where people buy their tickets and check their baggage. Employees of the airline place the suitcases in a special compartment at the bottom of the plane. There are many airport gates where the airplanes can pull close to the building. The ticket agent tells the passengers from which gate their flight departs. The stewardess greets the travelers and assists them throughout the flight. The workers in the tower on top of the airport building control the movements of the planes as men talk to the pilots by radio, telling them when to stop or when to go. When an airplane takes off, it makes a very loud roar which the pupils are encouraged to imitate. Pointing to the picture of an airplane, the teacher asks:

(Teacher) "In what does an airplane move?"

The children answer:

(Pupils) "The airplane moves in the air."

The use of money to buy bus tickets is reviewed and is compared to buying train, boat or plane tickets. Imaginary airport and airplane areas are designated in the classroom so that the children can go on a pretend flight to a famous city chosen by the class. The chairs are placed in an airplane arrangement—two on each side of an aisle. The "pilot" and the "co-pilot" need chairs at the front of the "plane" and blocks can be used to make a stairway entrance (this is not necessary if the children are more familiar with jetways). The teacher sets up a "ticket counter" on the other side of the room. Each child is given some play money. He goes to the "ticket counter" with his "baggage." The "ticket agent" asks:

(Teacher) "Where are you going?"

The child answers:

(Pupil) "I am going to (city)."

The pupil pays his money, receives his ticket, leaves the "baggage" and proceeds to the "gate" specified by the "ticket agent." After the flight number and destination are announced, the children enter the "plane" where the "stewardess" (teacher or selected pupil) greets them. When all the "passengers" are seated, the "stewardess" makes a welcoming speech and gives instructions concerning seat belts and safety. After "take off," the teacher imitates the voice of the "pilot," describing the flight time, altitude, weather, etc. During the "flight," the "stewardess" serves cookies and encourages the children to describe what they might see through the "windows." The "passengers" are then instructed by the "stewardess" to fasten their "seat belts" for "landing."

When all of the children have "deplaned," the teacher leads a review discussion of the various ways to travel to places which are near or far away. The services of buses, trains, boats and airplanes involve many people working together. Those people are all family members just as are the community helpers and as are the children in the class. All live in houses in the country or in a city. The vehicles studied make it easier for people on the farms and in the cities of many nations all over the world to work more closely together and to help each other.

The record "Near and Far" is played and the accompanying book is read. Each child is given crayons and a sheet of newsprint to use in making a picture of the way he would most like to travel: by car, by bus, by train, by boat or by airplane. The teacher discusses each child's work with him individually, encouraging him to speak freely.

NOTE:

The children will enjoy and will benefit from visits to the local train station and airport where they can actually see and hear the hustle and bustle of travelers. Possibly, they can board a train and a plane as well as visit the terminals and the control tower. When the group returns to the classroom, the pupils will want to paint pictures of their adventures.

Lesson 32

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. After the children have traced their fingers around the cardboard or sandpaper numerals as directed in Activity 2, the teacher demonstrates making a numeral ten on the chalkboard. The pupils are encouraged to create their own rhyme to say while making the numeral. The children in turn repeat the rhyme and practice making a numeral ten on the chalkboard as the teacher assists them. When all the pupils have finished, they are given crayons and sheets of newsprint and are instructed to practice making the numeral ten on one side of their papers. The teacher works with each child individually, discussing the meaning of the numeral. The pupils are asked to turn over their papers to make a numeral ten and ten pictures of an object of their choice. The teacher discusses each child's work with him individually.

2. The children are given turns at the chalkboard to practice making the numerals one through ten while saying the corresponding rhymes.

A straight line one —
Is fun!

Around the railroad track
And back!
Two! Two! Two!

Around a tree,
And around a tree;
That's the way we make a three!

Down and over —
And down once more,
That's the way we make a four!

Big fat five goes down and around
With a flag on the top!

A line and a loop,
A six rolls a hoop!

Across the sky
And down from heaven,
That's the way we make a seven!

Make an "S,"
But don't wait —
Climb right back up to make an eight!

A loop and a line —
And that's a nine!

3. Using a picture of a very long train, the teacher leads the children to count the cars. Individual children are given turns in front of the group to count as far as possible.

4. The sounds made by the various vehicles studied are discussed and are compared. The car, truck, bus, train, plane and boat all have distinctive noises. The children as a group are encouraged to imitate the sounds of each mode of transportation. Then, individual children take turns pantomining one of the vehicles while making the appropriate sounds. The first pupil to identify the mode of transportation being pantomined has the next turn to perform in front of the group.

5. One or several of the following poems are read and are discussed with the group.

"Roadways"

People are always moving
On foot, on horses,
On wheels, on rails,
In ships on the sea,
Now, on wings in the sky.

Lucy Sprague Mitchell

"A Modern Dragon"

A train is a dragon that roars through the dark.
He wriggles his tail as he sends up a spark.
He pierces the night with his one yellow eye,
And all the earth trembles when he rushes by.

Rowena Bennett

"Trains"

Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

Carrying passengers,
Carrying mail,
Bringing their precious loads
In without fail.

(Continued on the next page)

"Trains" (cont'd)

Thousands of freight cars
All rushing on
Through day and darkness,
Through dusk and dawn.

Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

James S. Tippett

"Trains At Night"

I like the whistle of trains at night,
The fast trains thundering by so proud!
They rush and rumble across the world,
They ring wild bells and they toot so loud!

But I love better the slower trains.
They take their time through the world instead,
And whistle softly and stop to tuck
Each sleepy blinking town in bed!

Frances Frost

"Boats"

The steamboat is a slow poke,
   You simply cannot rush him.
The sailboat will not move at all
   Without a wind to push him;

But the speed boat, with his sharp red nose,
   Is quite a different kind;
He tosses high the spray and leaves
   The other boats behind.

Rowena Bennett

"Up in the Air"

Zooming across the sky,
Like a great bird you fly,
   Airplane,
   Silvery white
   In the light.

(Continued on the next page)

"Up in the Air" (cont'd)

Turning and twisting in air,
When shall I ever be there,
    Airplane,
    Piloting you
    Far in the blue?

James S. Tippett

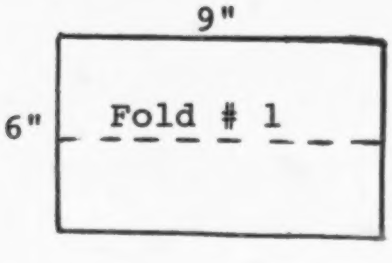
"Taking Off"

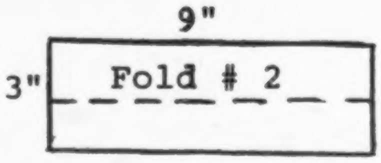
The airplane taxis down the field
And heads into the breeze,
It lifts its wheels above the ground,
It skims above the trees,
It rises high and higher
Away up toward the sun,
It's just a speck against the sky
——And now it's gone!

Unknown

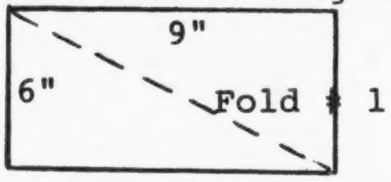
6. The children are asked to bring from home empty boxes that are approximately five inches by twelve inches in size. Cardboard tubing is cut into inch-wide pieces which are attached to the boxes to serve as wheels. Each child uses tempera to paint one box like his favorite car on a train. When the boxes have dried, they are hooked together with cords and are displayed in the classroom. The pupils are led to create a story about a trip their train could take. The teacher records the children's responses on a story chart and then reads the completed story to the group.

7. The pupils will enjoy making paper sailboats. Each child is given scissors and a small piece (6" X 9") of construction paper in the color of his choice. The teacher assists the children to form the base of their sailboats by taking their pieces of paper and folding them lengthwise two times.

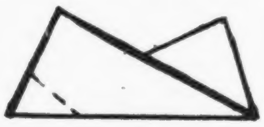




Each pupil chooses another piece of colored construction paper (6" x 9") and folds it diagonally to form a sail.



One tip of the fold is then doubled back about two inches.



The triangular-shaped sail is attached to the base by pasting the last folded surface between the two folds of the base.

The teacher encourages each child in turn to describe the place to which he would like to sail his boat.

8. The teacher assists the pupils in using colored construction paper to make paper airplanes. Each child's name is printed on his aircraft. When all are completed, the pupils race their planes to see whose will go the farthest distance. The words "near," "nearer," "nearest," "far," "farther" and "farthest" are emphasized during this activity.

9. Each pupil is given crayons and a sheet of sandpaper that is nine inches by twelve inches in size. (Various textures and colors can be used.) The teacher instructs the children to color on the sandpaper pictures of their favorite modes of transportation. The pupils' work is discussed with them individually.

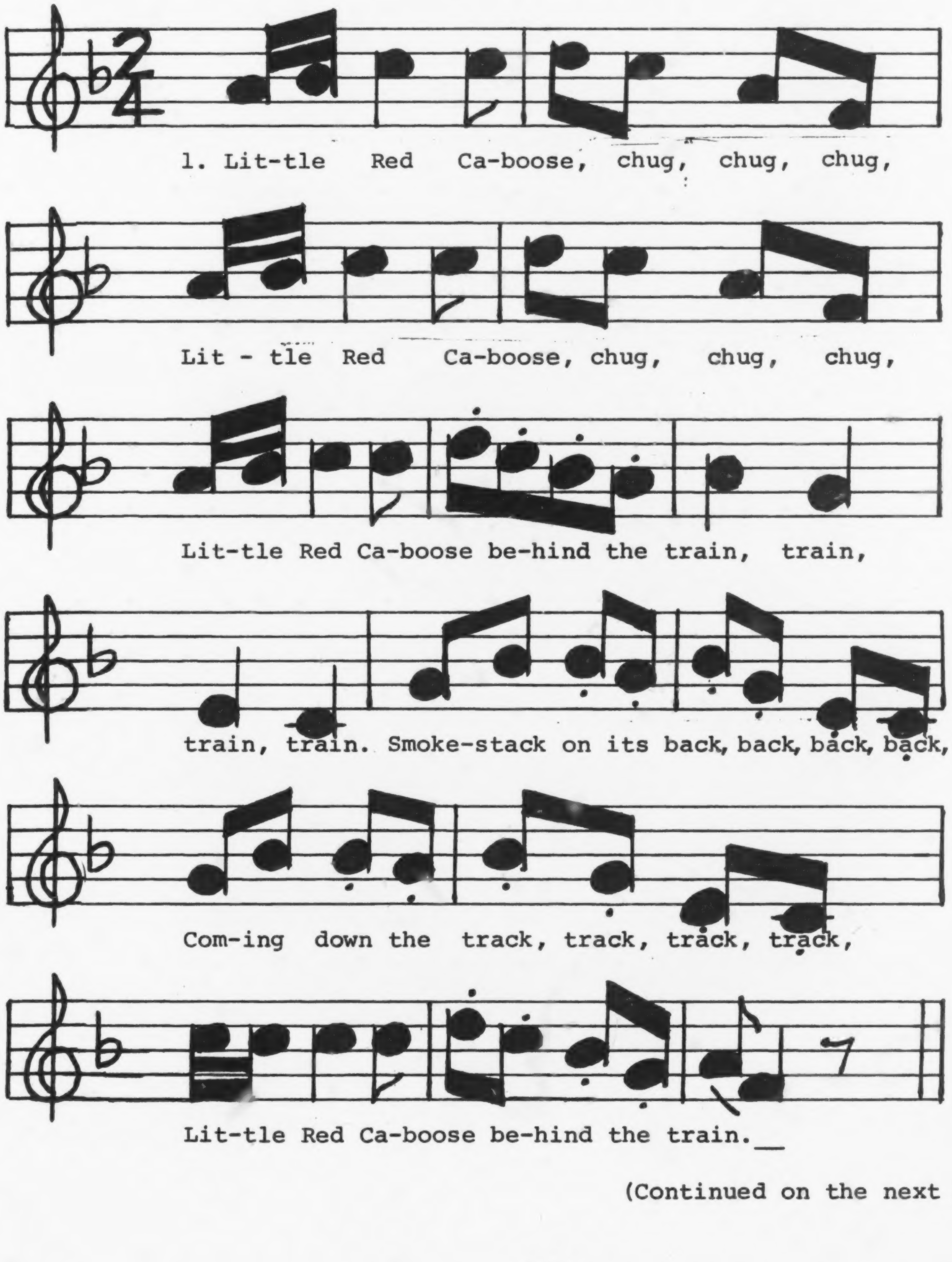
   Each child is assisted in turning his completed picture upside-down on a sheet of newspaper and then in covering it with a second sheet of newspaper. The teacher passes a warm iron over the paper covering the back of the picture. The crayons will melt into the sandpaper creating an oil painting effect. If more melting is desired, clean newspapers are placed under and over the picture and it is ironed a second time.

   When all the pictures have been ironed, the teacher prints each child's name on his work. The pupils take turns describing their "paintings" to the class. The designs are hung together, forming a transportation mural on the wall or on the bulletin board.

10. The teacher sings one or more of the following songs, repeating each of them while the children learn the words.

"Little Red Caboose"

Deke Moffitt Deke Moffitt


1. Lit-tle Red Ca-boose, chug, chug, chug,
Lit - tle Red Ca-boose, chug, chug, chug,
Lit-tle Red Ca-boose be-hind the train, train,
train, train. Smoke-stack on its back, back, back, back,
Com-ing down the track, track, track, track,
Lit-tle Red Ca-boose be-hind the train.__

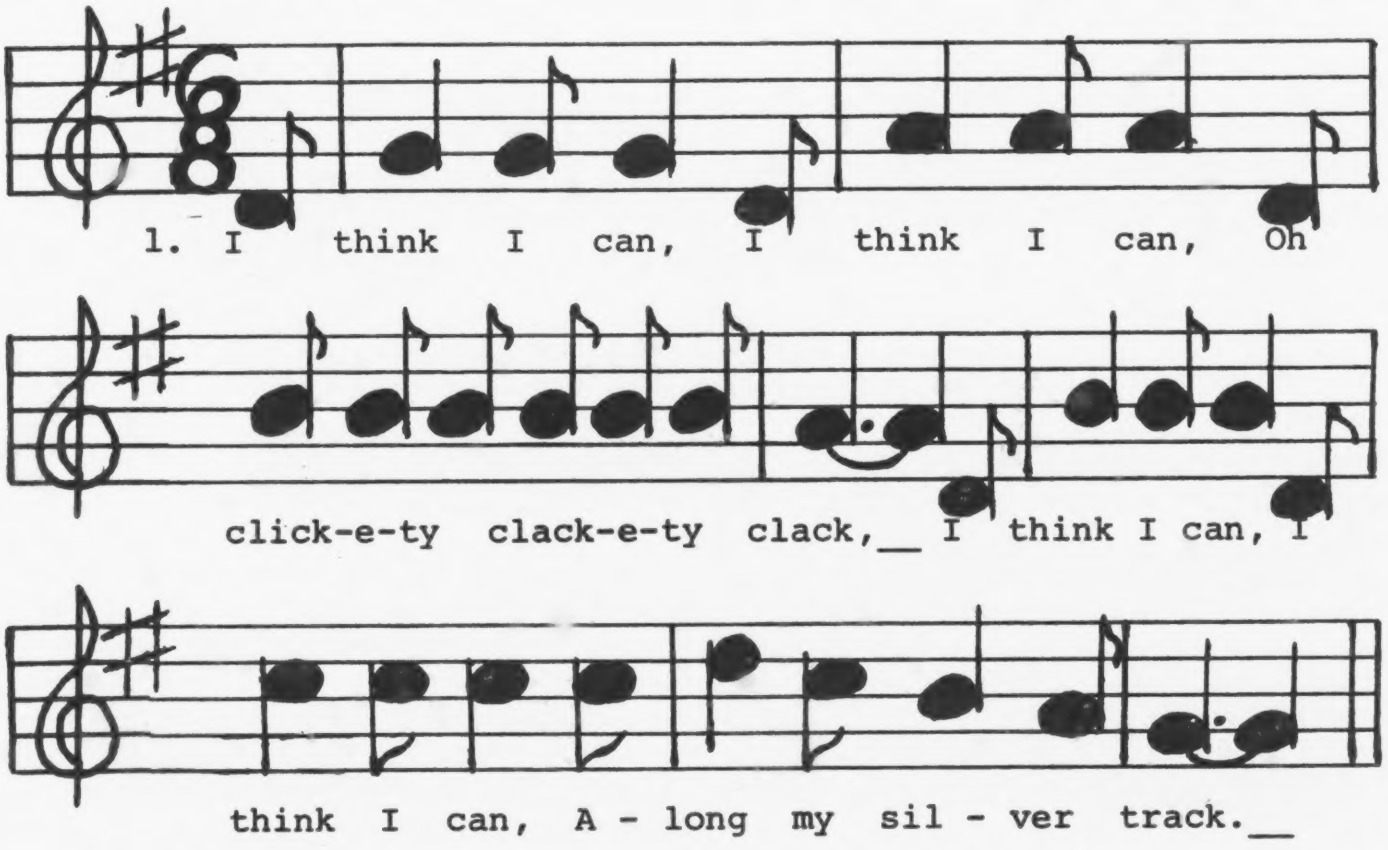
(Continued on the next page)

"Little Red Caboose" (cont'd)

2. Little Red Caboose, chug, chug, chug,
Little Red Caboose, chug, chug, chug,
Little Red Caboose behind the train, train, train, train.
Coming round the bend, bend, bend, bend,
Hanging on the end, end, end, end,
Little Red Caboose behind the train.

"Little Engine"

Louise B. Scott
Lucille F. Wood

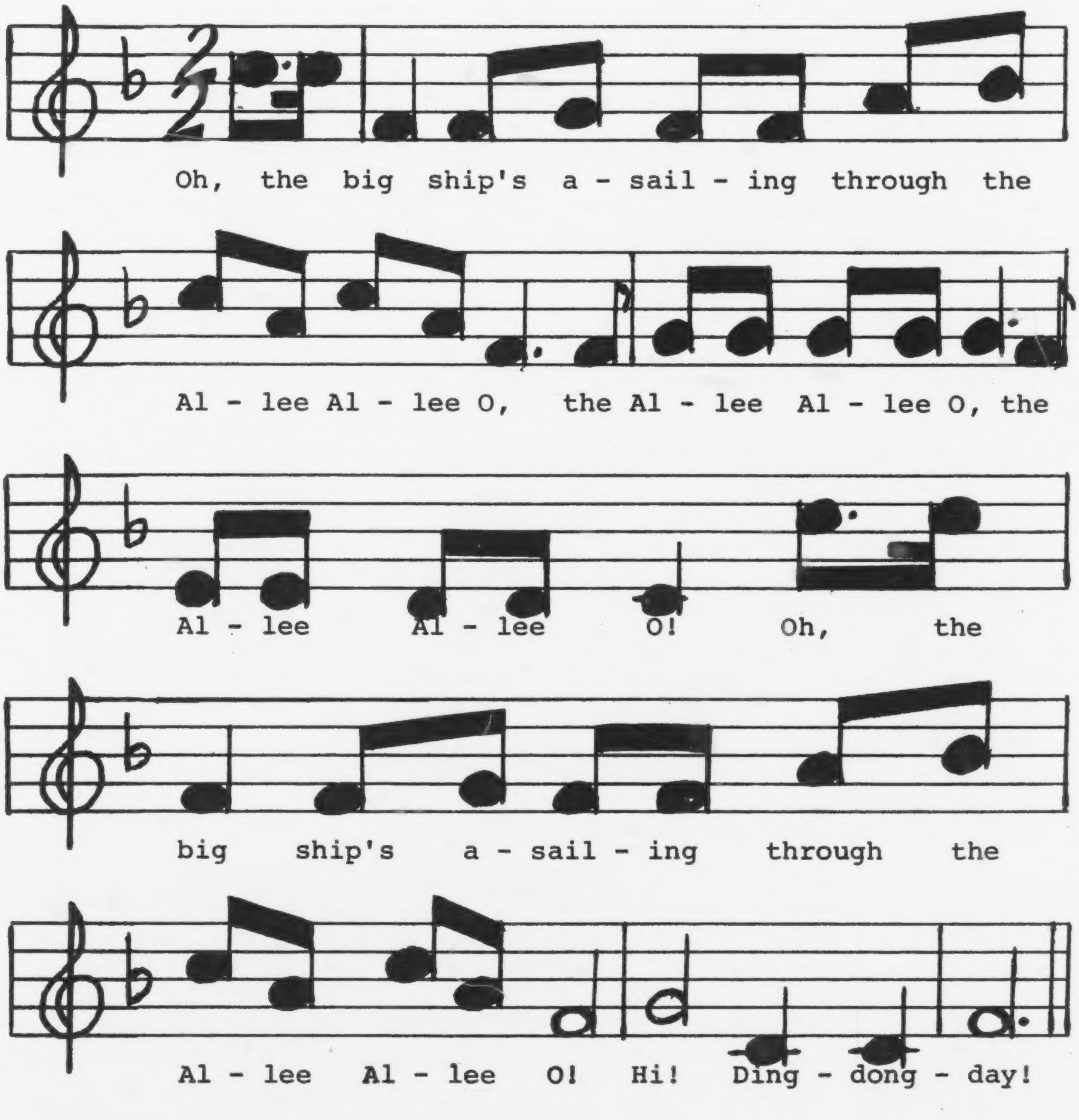

1. I think I can, I think I can, Oh
click-e-ty clack-e-ty clack,__ I think I can, I
think I can, A - long my sil - ver track.__

2. I thought I could, I thought I could,
Oh tick-e-ty tack-e-ty tee,——
I thought I could, I thought I could,
And now just look at me!——

"The Allee Allee O!"

Cameron McGraw

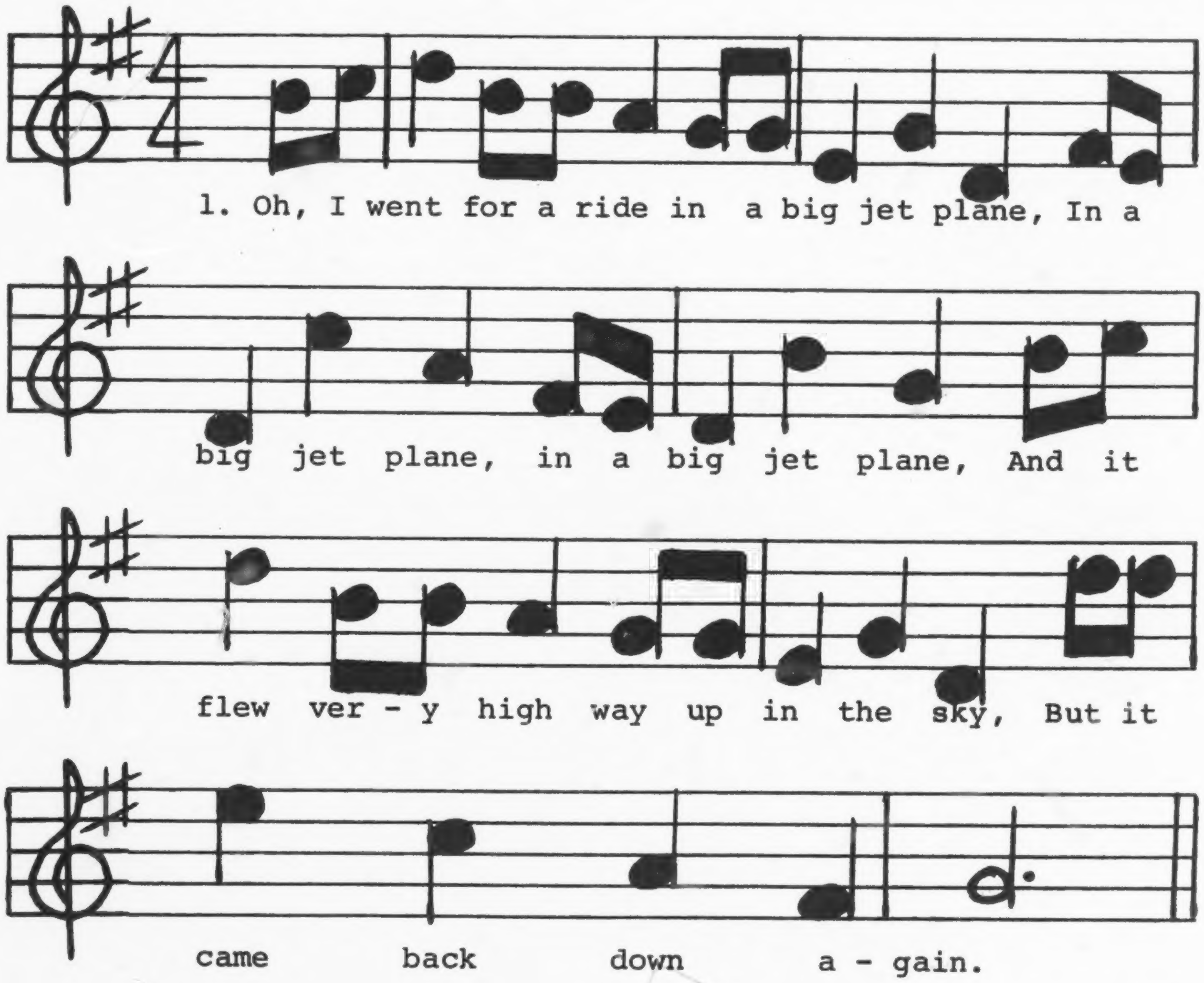
Singing Folk Game from
Massachusetts


Oh, the big ship's a - sail - ing through the
Al - lee Al - lee O, the Al - lee Al - lee O, the
Al - lee Al - lee O! Oh, the
big ship's a - sail - ing through the
Al - lee Al - lee O! Hi! Ding - dong - day!

Lesson 32

"I Went for a Ride"

Adeline McCall Adeline McCall


1. Oh, I went for a ride in a big jet plane, In a
big jet plane, in a big jet plane, And it
flew ver - y high way up in the sky, But it
came back down a - gain.

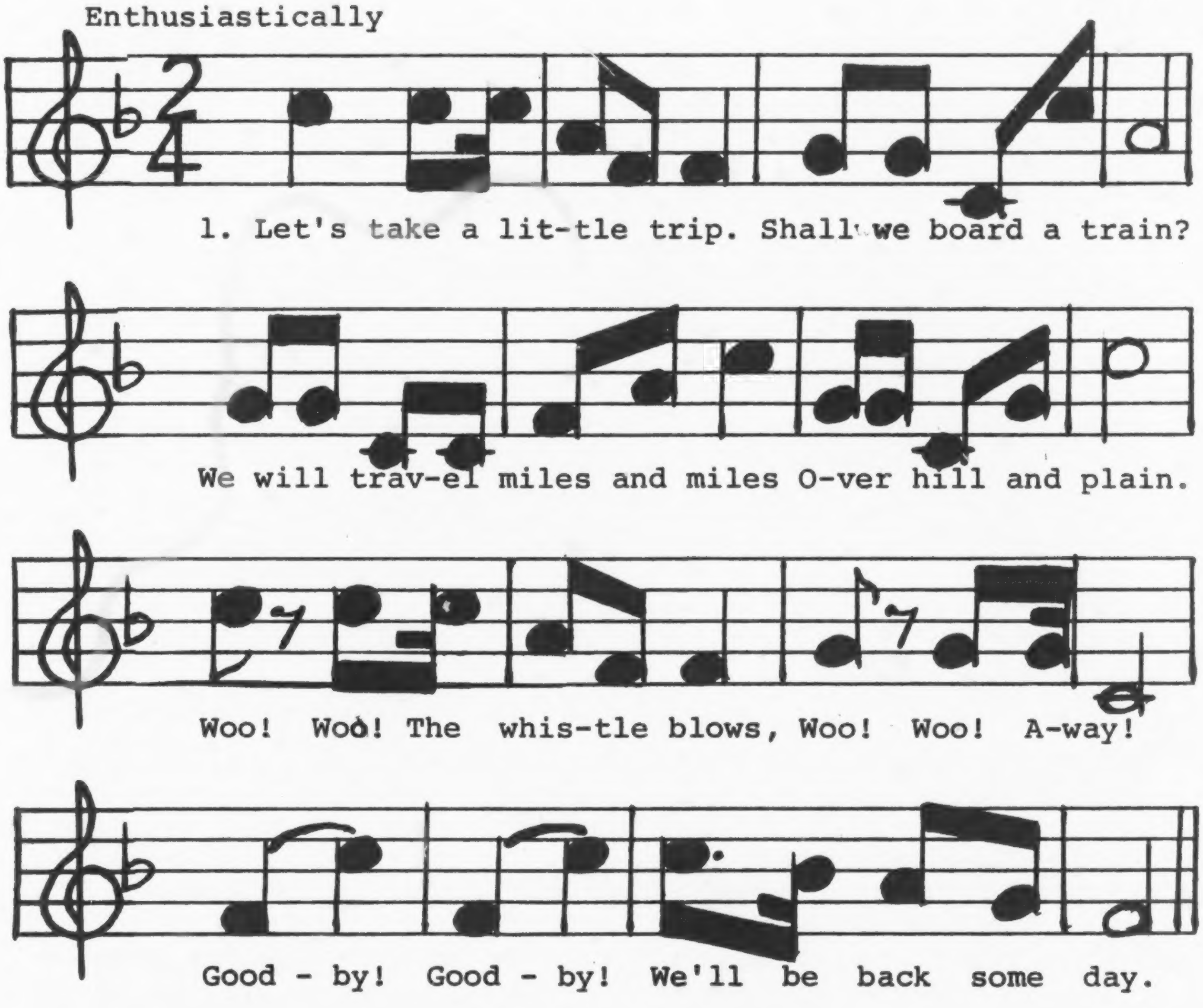
2. Oh, I went for a ride on a streamlined train,
On a streamlined train, on a streamlined train,
It__ traveled through tunnels and around the lake,
And it looked like a silver snake.

3. Oh, the next time I travel I won't go so far,
I won't go so far, I won't go so far,
I'll just go with my mother, and my baby brother
For a ride in my daddy's car.

Lesson 32

"Let's Take a Little Trip"

Lolly Williams
Lolly Williams


Enthusiastically
1. Let's take a lit-tle trip. Shall we board a train?
We will trav-el miles and miles O-ver hill and plain.
Woo! Woo! The whis-tle blows, Woo! Woo! A-way!
Good - by! Good - by! We'll be back some day.

2. Let's take a little trip. Would you like to fly?
We will take an Astrojet, Zooming through the sky.
Up! Up! Into the air, Up! Up! Away!
Good-by! Good-by! We'll be back some day.

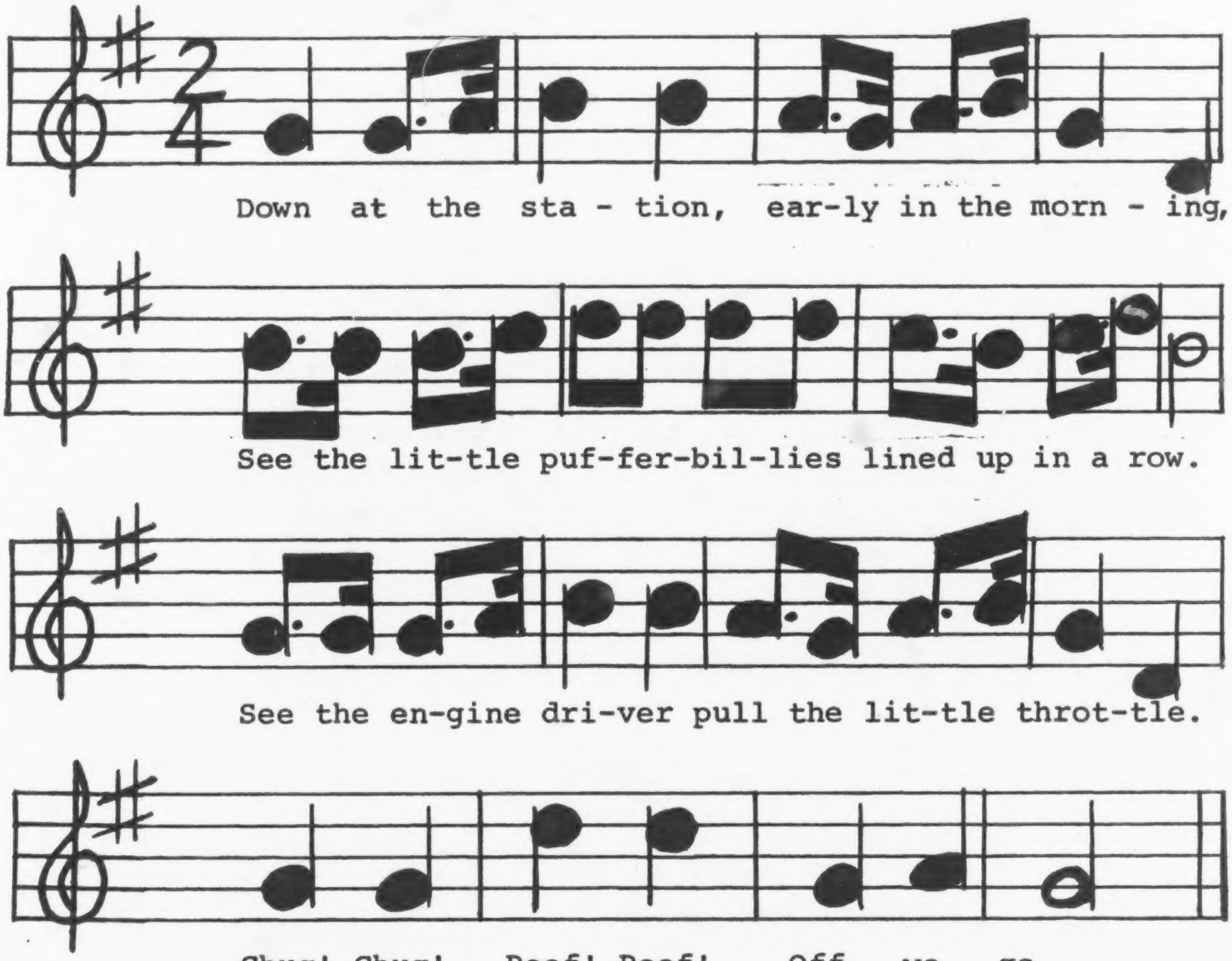
3. Let's take a little trip. Would you like to sail?
We will board a big steamship, Hear the foghorns wail.
Sail! Sail! Across the sea, Sail! Sail! Away!
Good-by! Good-by! We'll be back some day.

Lesson 32

"Pufferbillies"

Traditional

Traditional


Down at the sta - tion, ear-ly in the morn - ing,
See the lit-tle puf-fer-bil-lies lined up in a row.
See the en-gine dri-ver pull the lit-tle throt-tle.
Chug! Chug! Poof! Poof! Off we go.

11. One or several of the books, records and filmstrips listed on the following page are used in correlation with the concepts studied in the lesson.

All Aboard the Train by Ethel Kessler, New York: Doubleday and Company, 1964.

Clear the Track for Michael's Magic Train by Louis Slobodkin, New York: The MacMillan Company, 1966.

Little Toot by Hardie Gramathy, New York: G. P. Putnam's Sons, 1939.

The Sailboat That Came Back by Osmond Molarsky, New York: New York Graphic Society, 1965.

When You Fly by Lynn Wheeling, Boston: Little, Brown and Company, 1967.

"Three Little Trains," New York: Educational Record Sales. (Record)

"Let's Fly," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Listening, Looking and Feeling" Set)

"The Little Train," Los Angeles, California: Bailey Film Associates. (Color film)

"Trains: A First Film," Los Angeles, California: Bailey Film Associates. (Color film)

"Transportation by Ship," Los Angeles, California: Bailey Film Associates. (Color film)

"What You'd See at the Airport," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Transportation" Series)

"What You'd See at the Harbor," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Transportation" Series)

"What You'd See at the Railroad Terminal," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Transportation" Series)

"Who Works at the Airport," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Transportation" Series"

"Who Works at the Harbor," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Transportation" Series)

"Who Works at the Railroad Terminal," Santa Monica, California: BFA Educational Media. (Sound filmstrip from "Transportation" Series)

Lesson 32

Additional Vocabulary Words

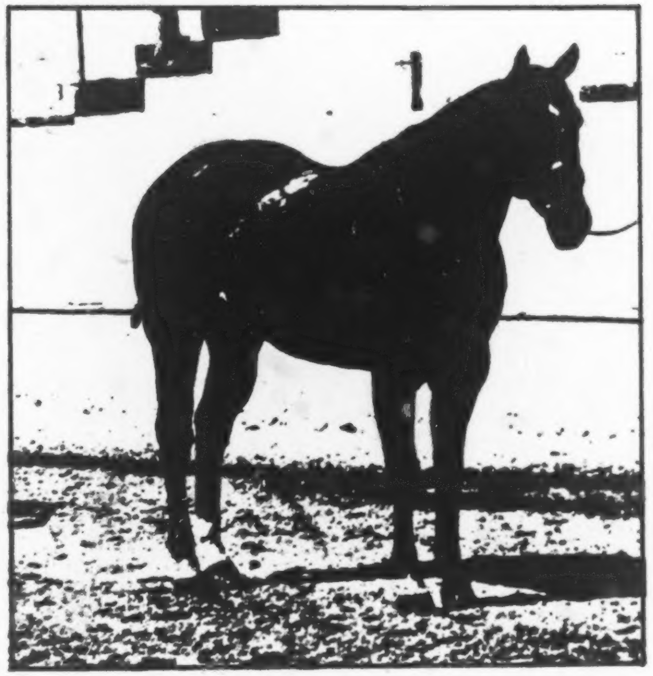
The words are to be included whenever possible in the class discussions.

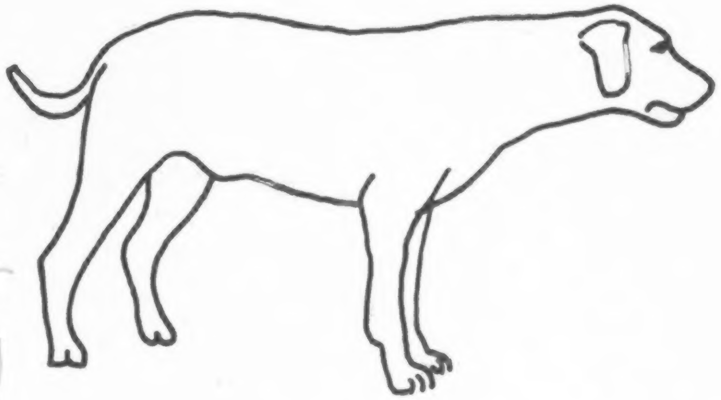
Track - Tracks
Engine - Engines
Caboose
Freight
Engineer
Whistle
Ship - Ships
Dock - Docks
Captain
Sail - Sailing - Sailed
Land - Landing - Landed

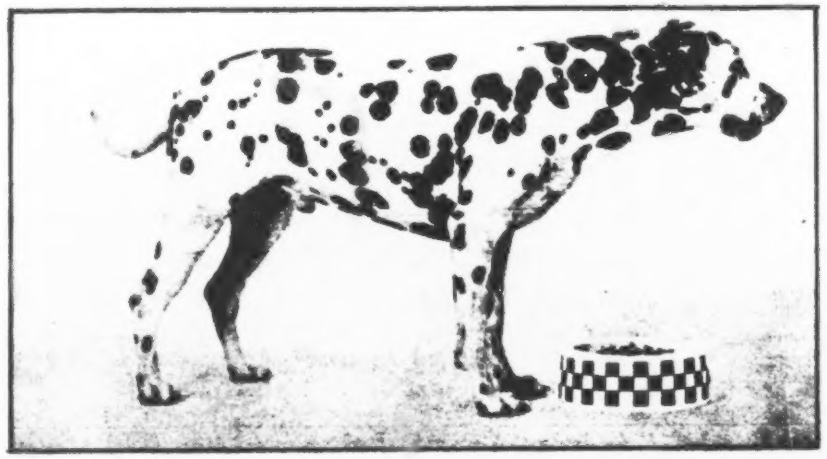
Take off
Flight - Flights
Jet - Jets
Propeller
Pilot
Stewardess
Airport
Runway
Control tower
Gate - Gates
How many

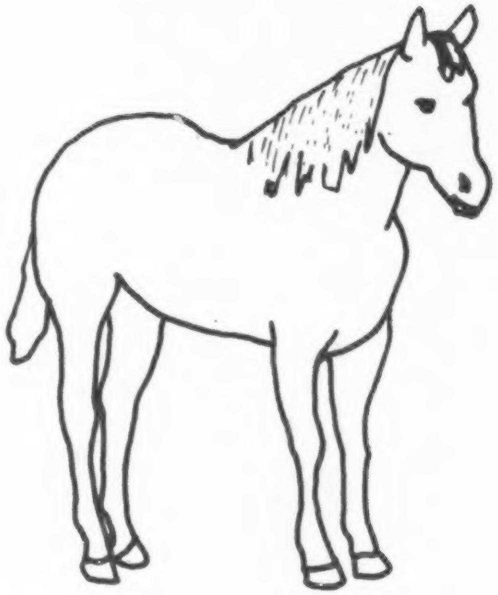
APPENDIX A

Pupil's Book



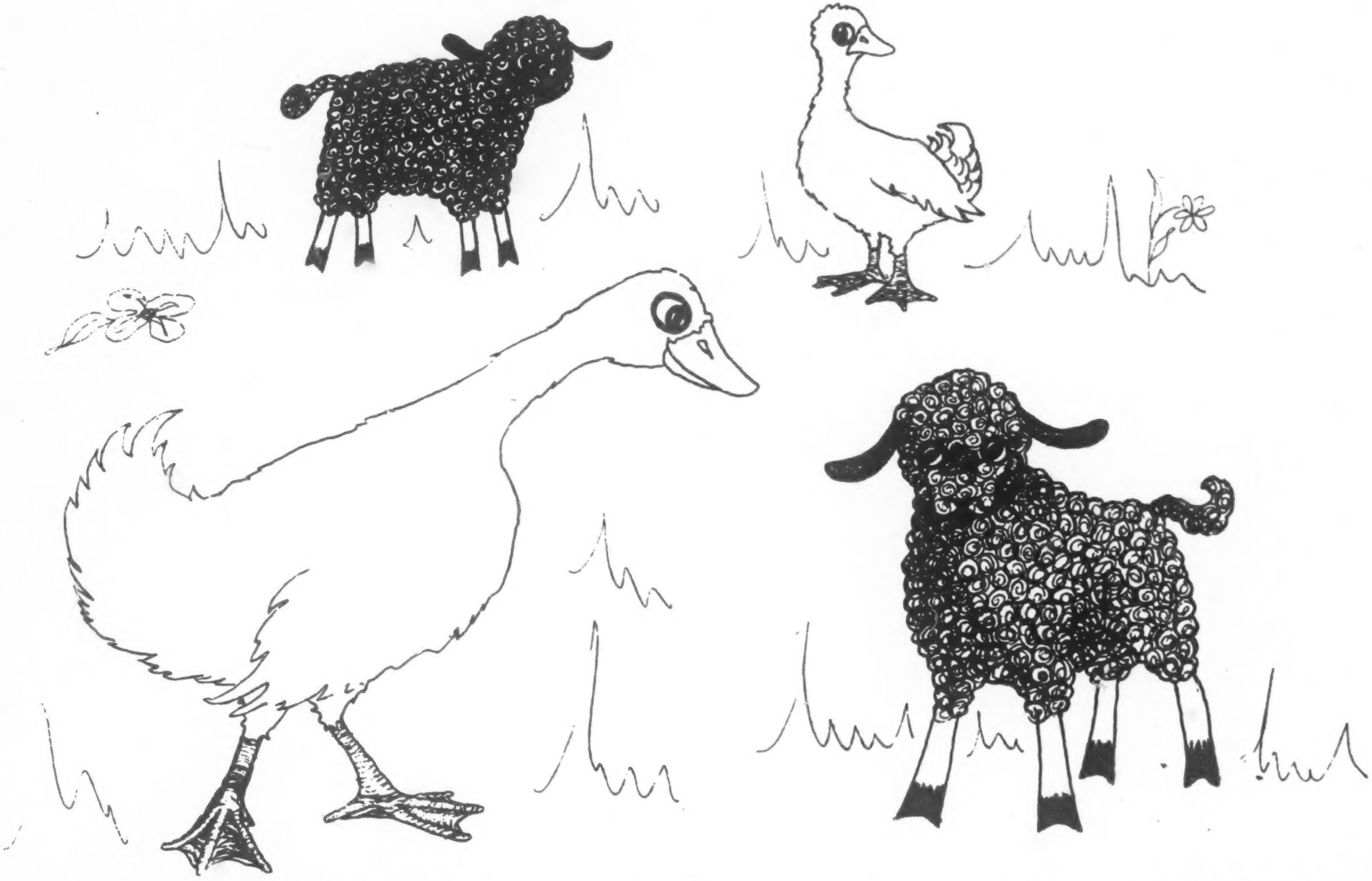




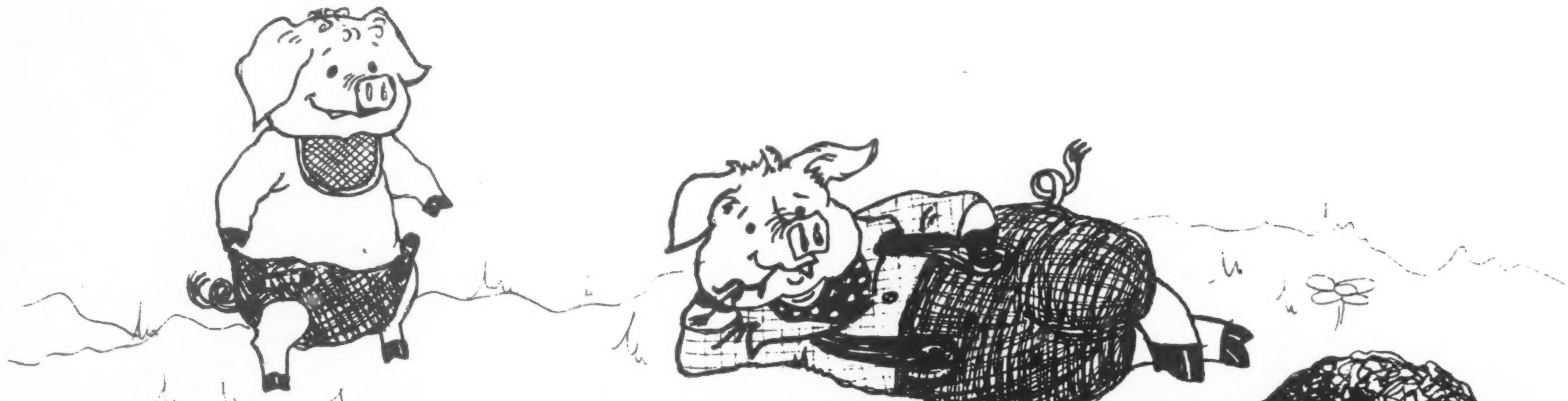


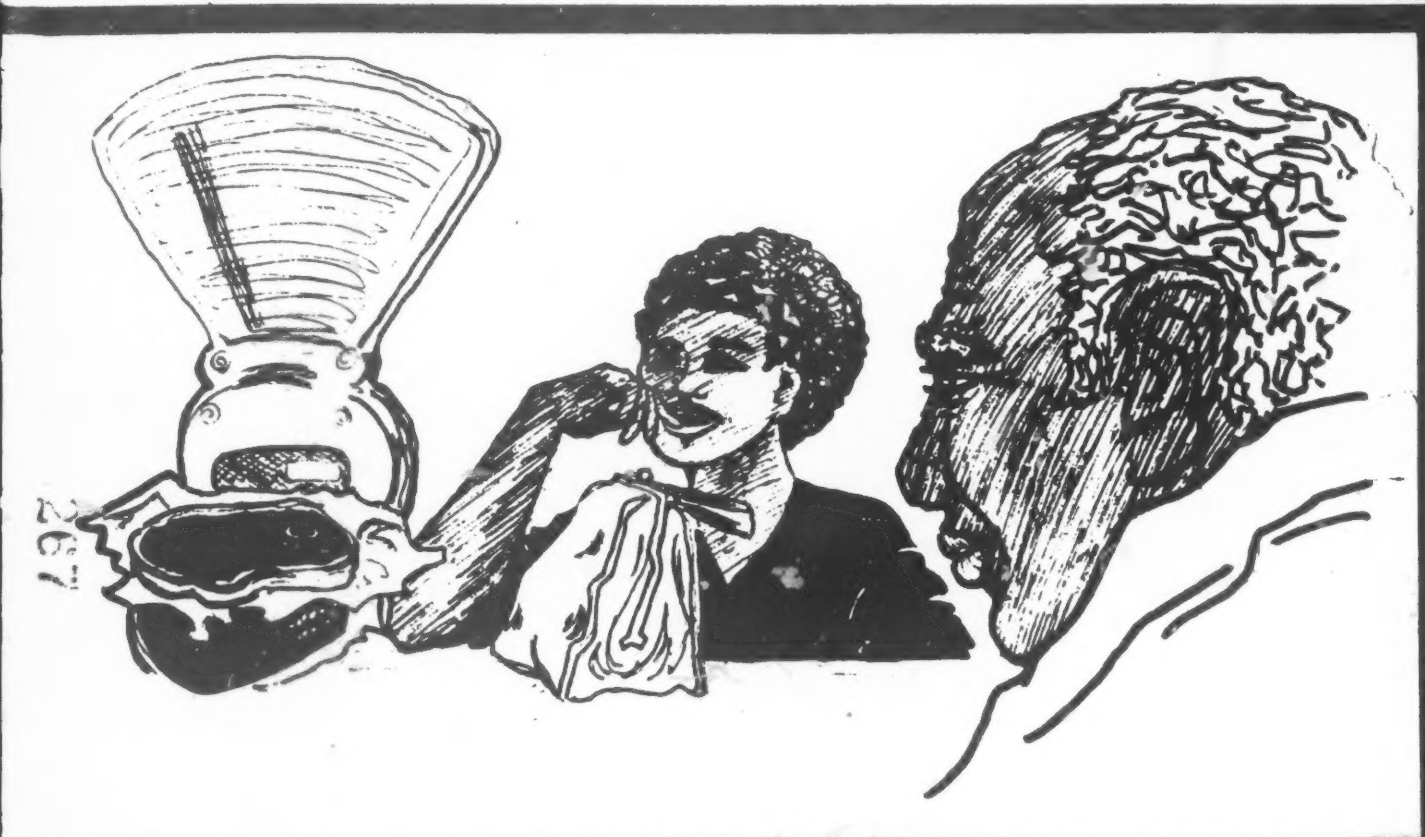
Draw a line from the picture of the horse on the left to the picture of the horse on the right. Draw a line from the picture of the dog on the left to the picture of the dog on the right.

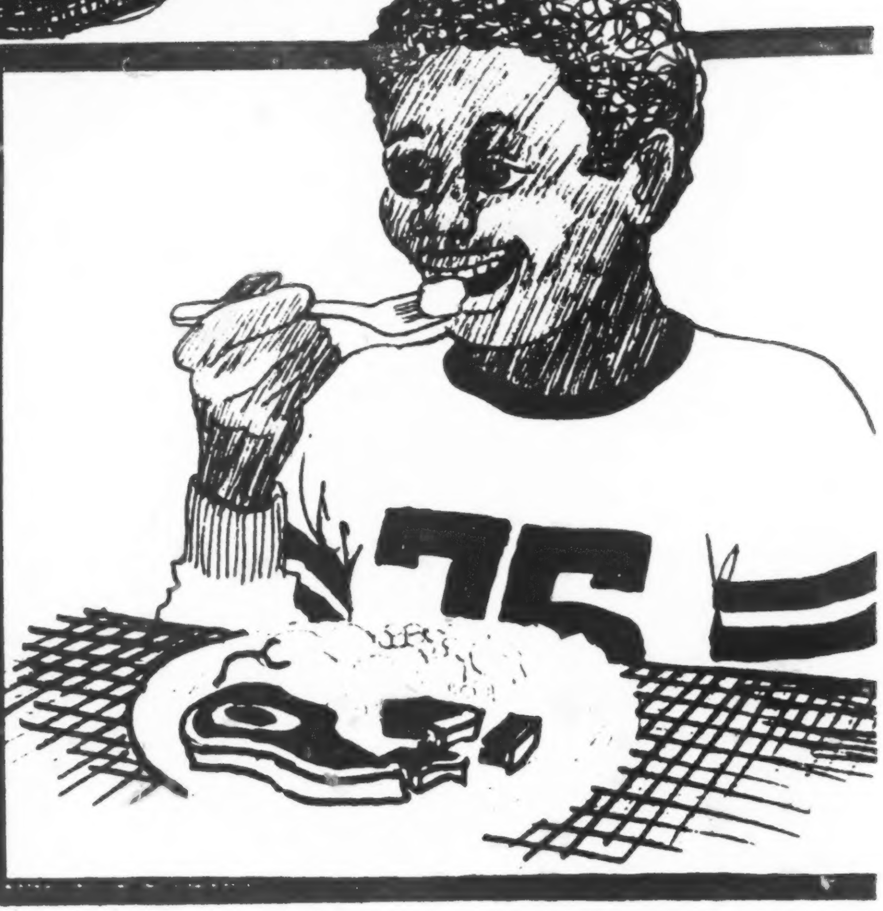
Lesson 17, Activity 2



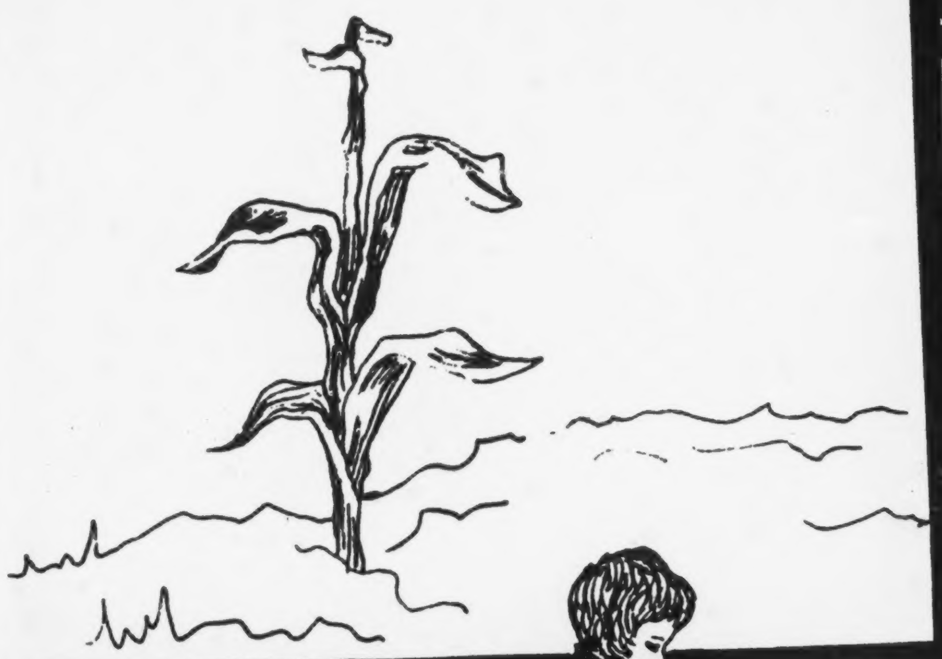
Draw a circle around the duck that is far away from you.
Draw a circle around the sheep that is near to you.
Lesson 18, Activity 2

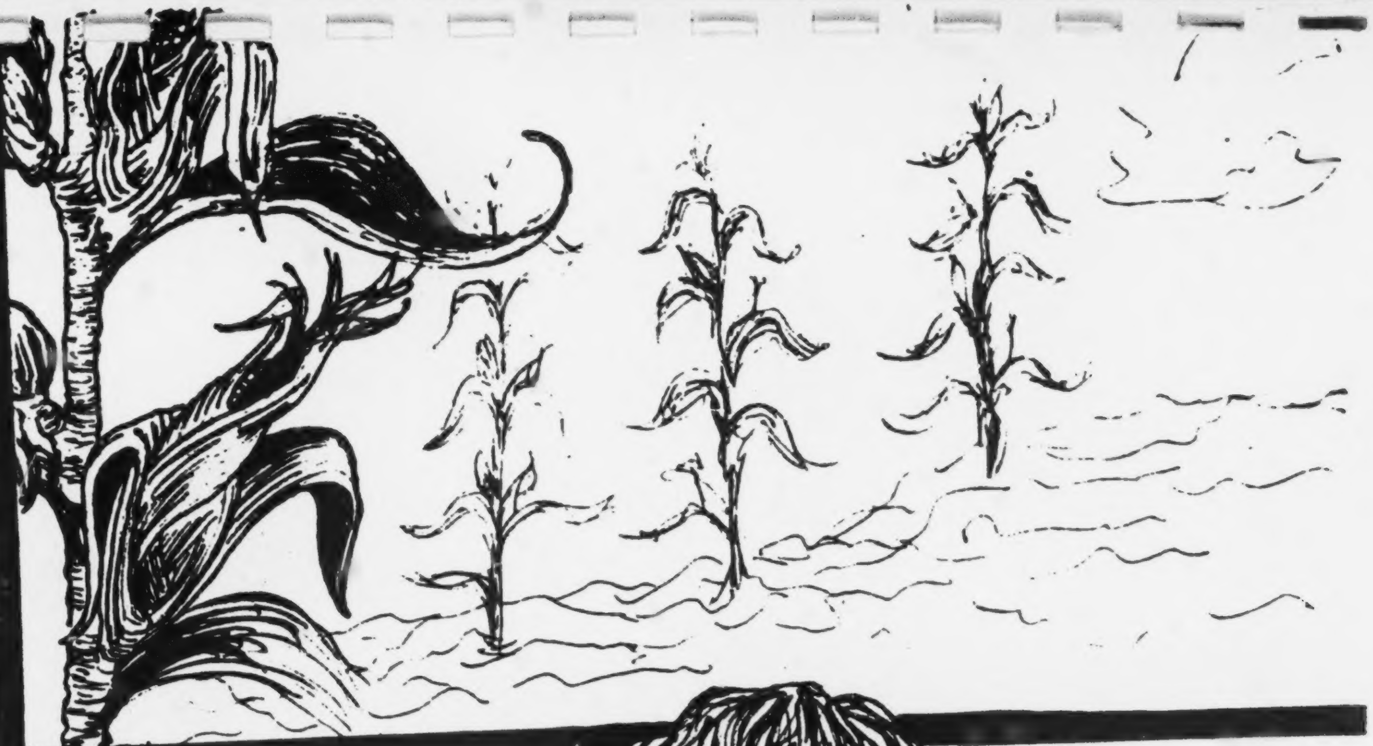


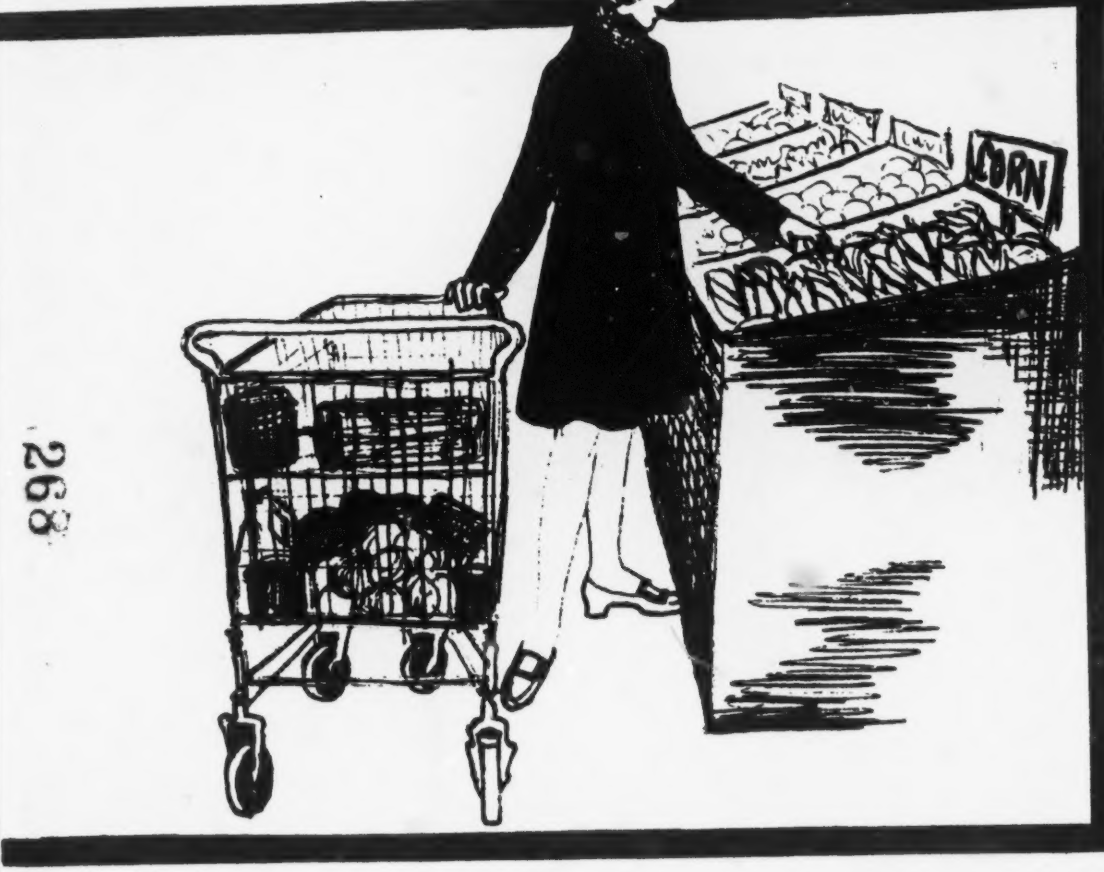


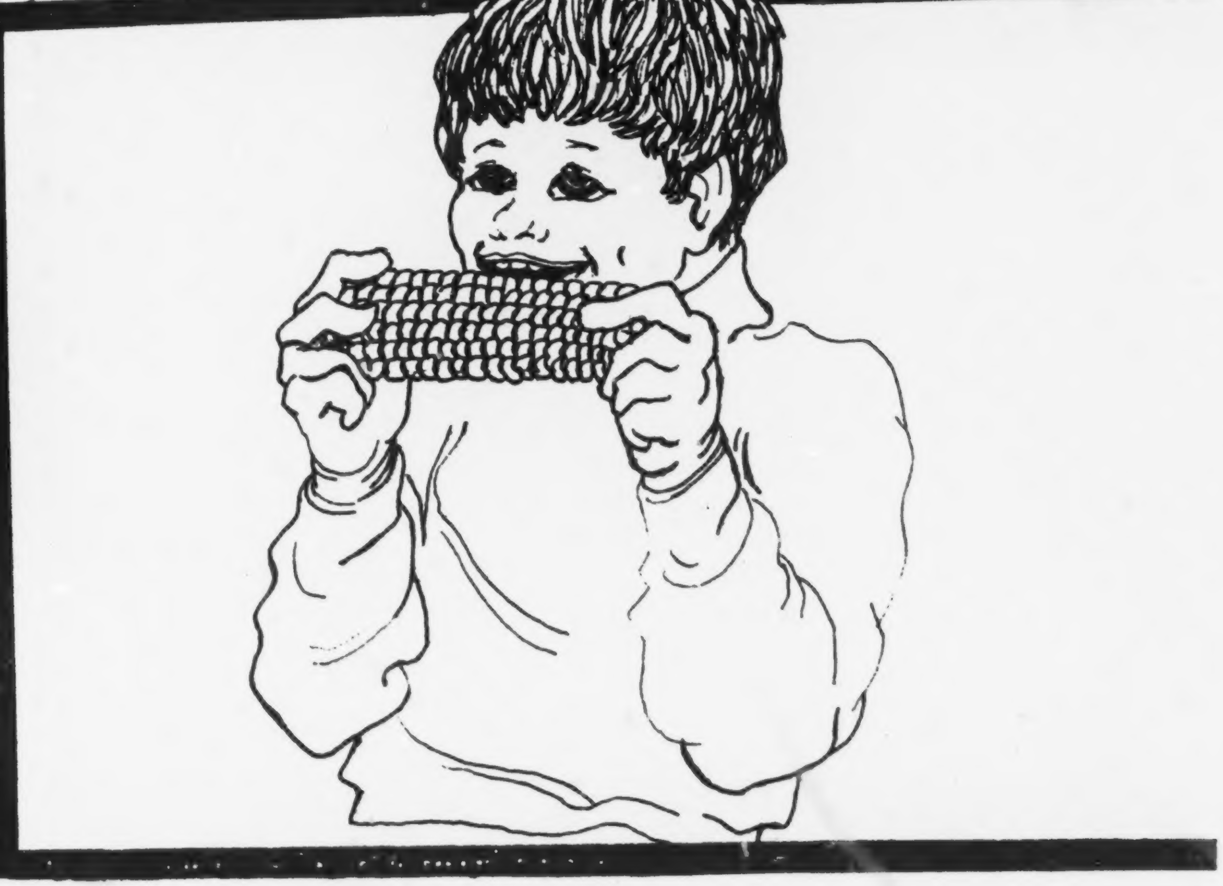


Draw an X on the picture that shows what happened first.
Draw a circle on the picture that shows what happened last.
Lesson 20, Activity 1

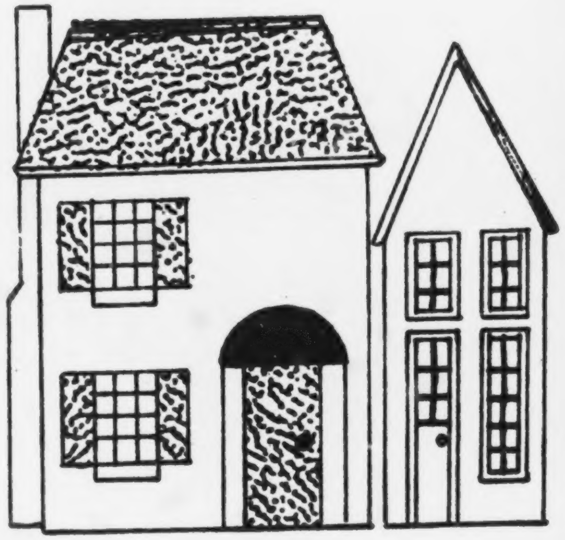


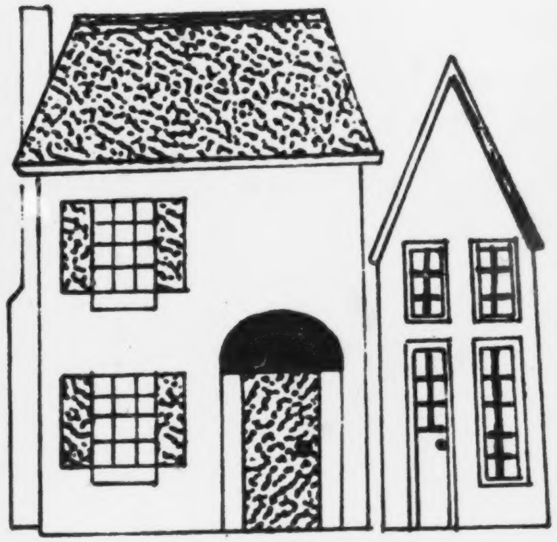


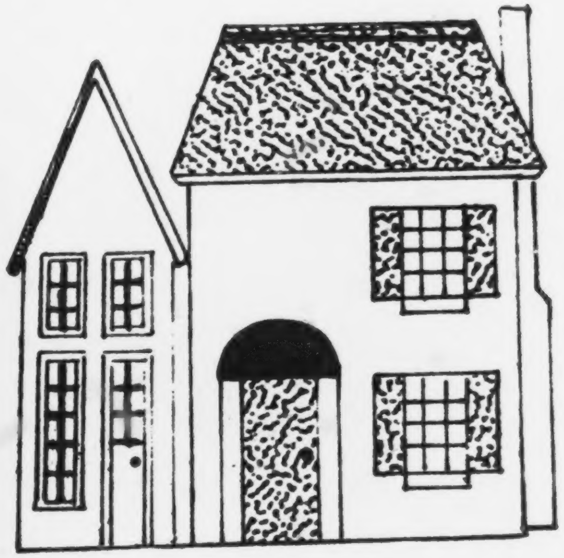


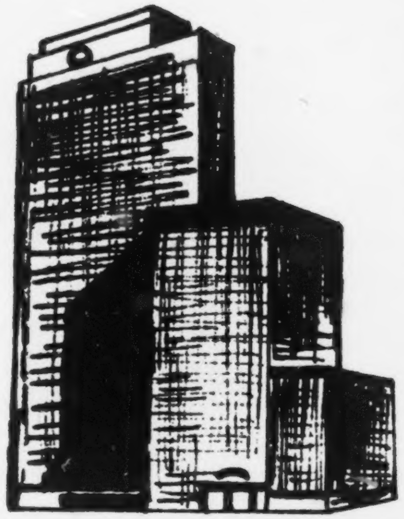


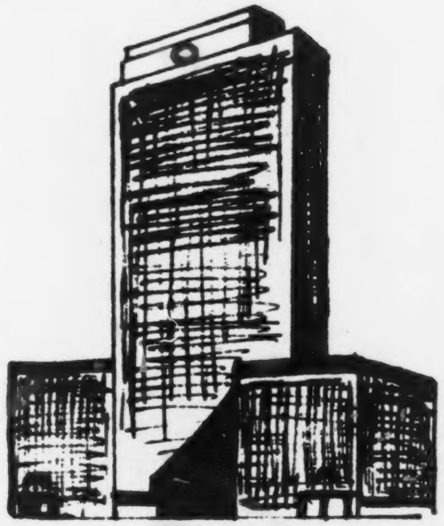
Draw an X on the picture that shows what happened second.
Draw a circle on the picture that shows what happened third.
Lesson 20, Activity 1

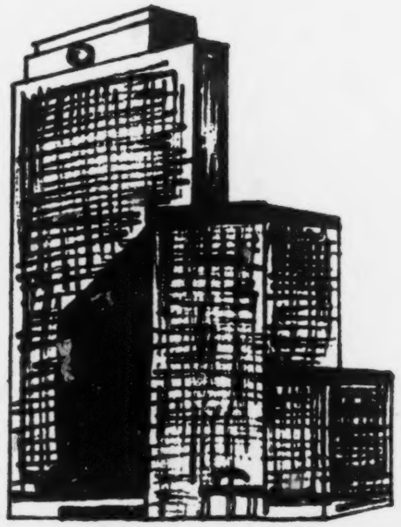






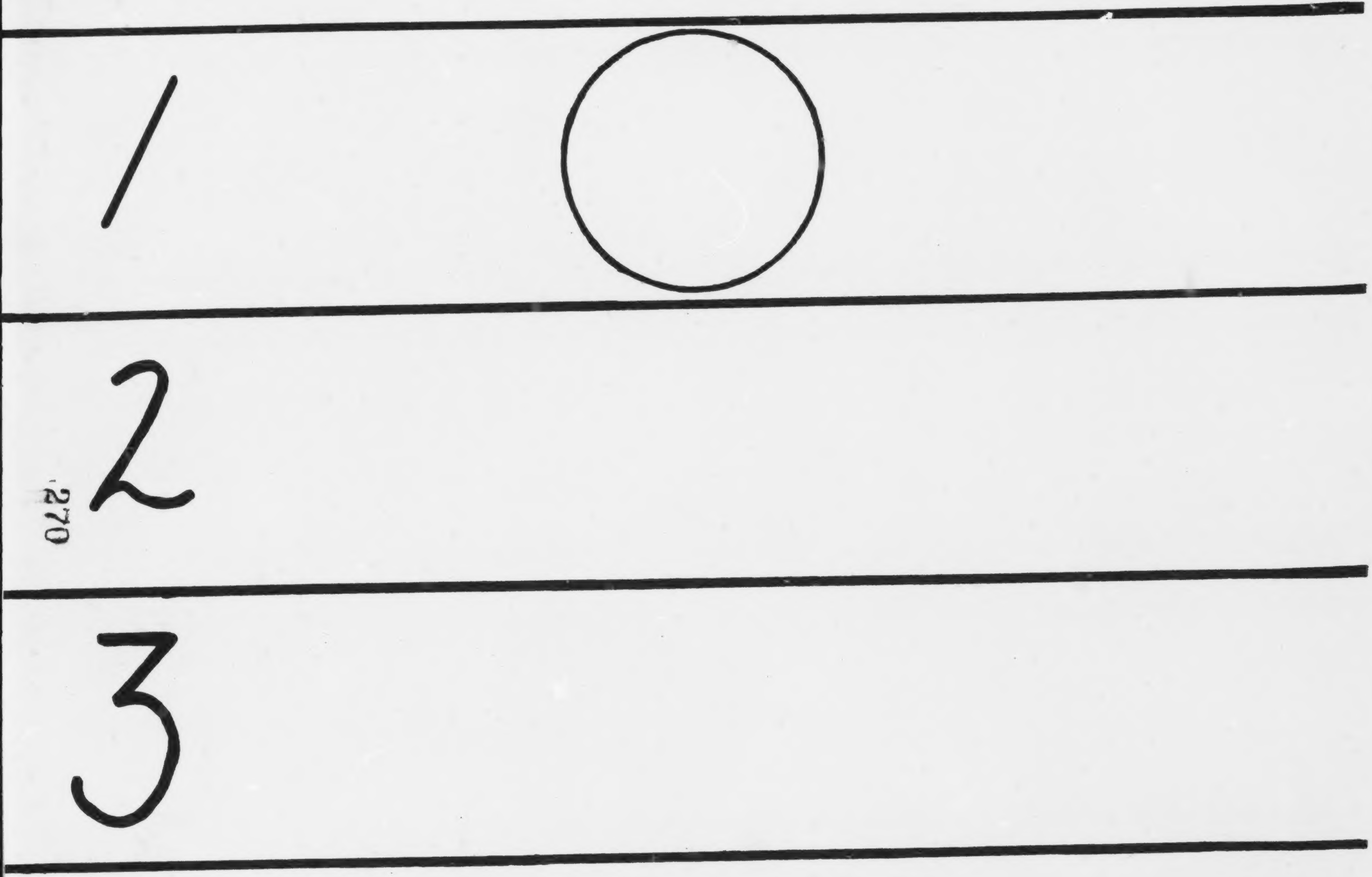






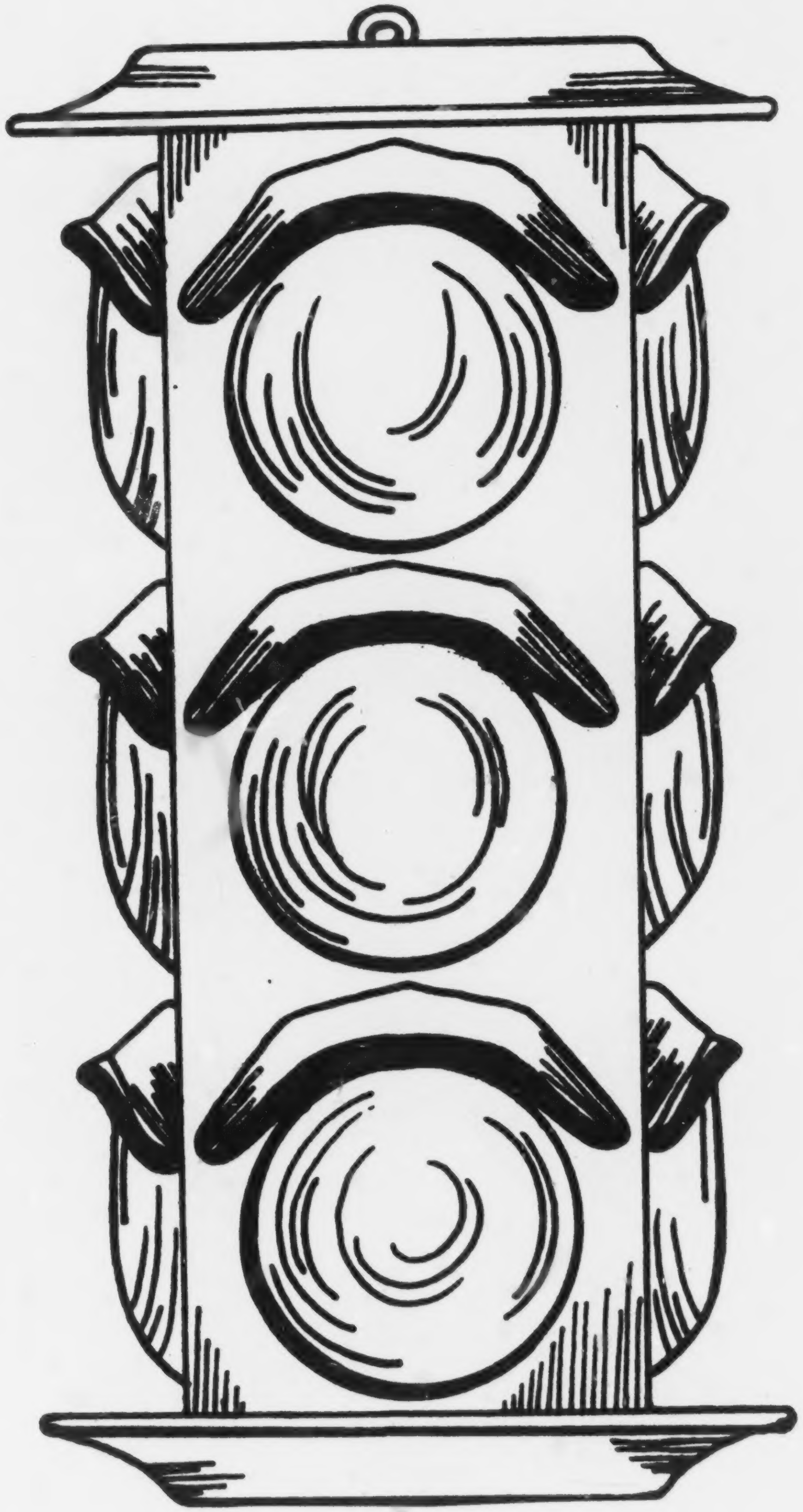
Draw a circle around the two pictures in each row which show the same building arrangement.

Lesson 21, Activity 2



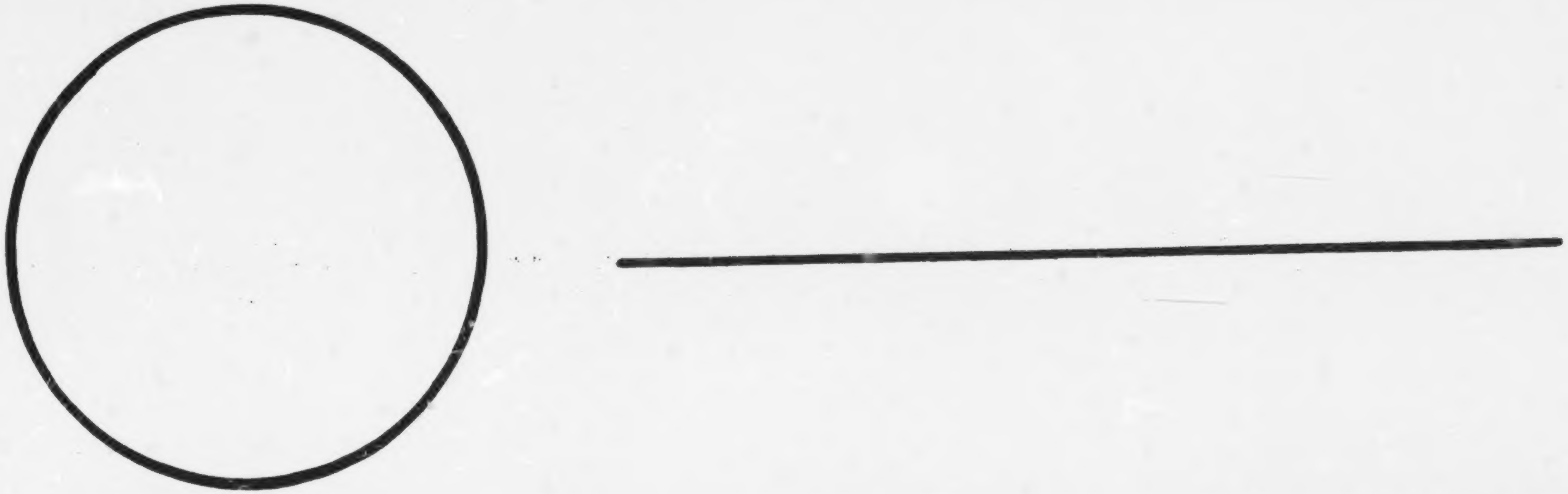
In each row, draw as many circles as the numeral tells you to draw.

Lesson 23, Activity 1



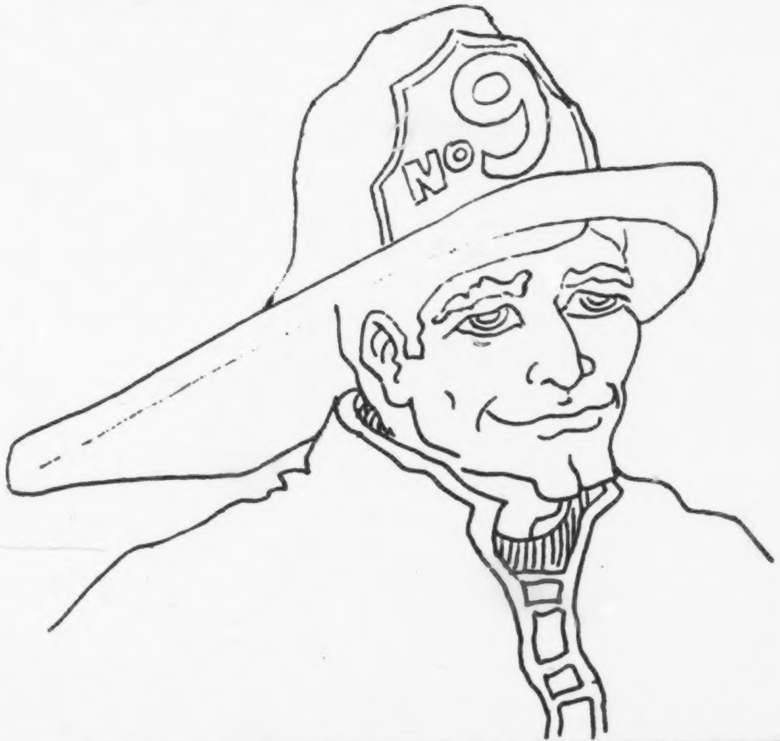
Color the top circle red.
Color the middle circle yellow.
Color the bottom circle green.
Draw a green X on the circle that is above the yellow circle.
Draw a red X on the circle that is below the yellow circle.
Draw both a red X and a green X on the middle circle.

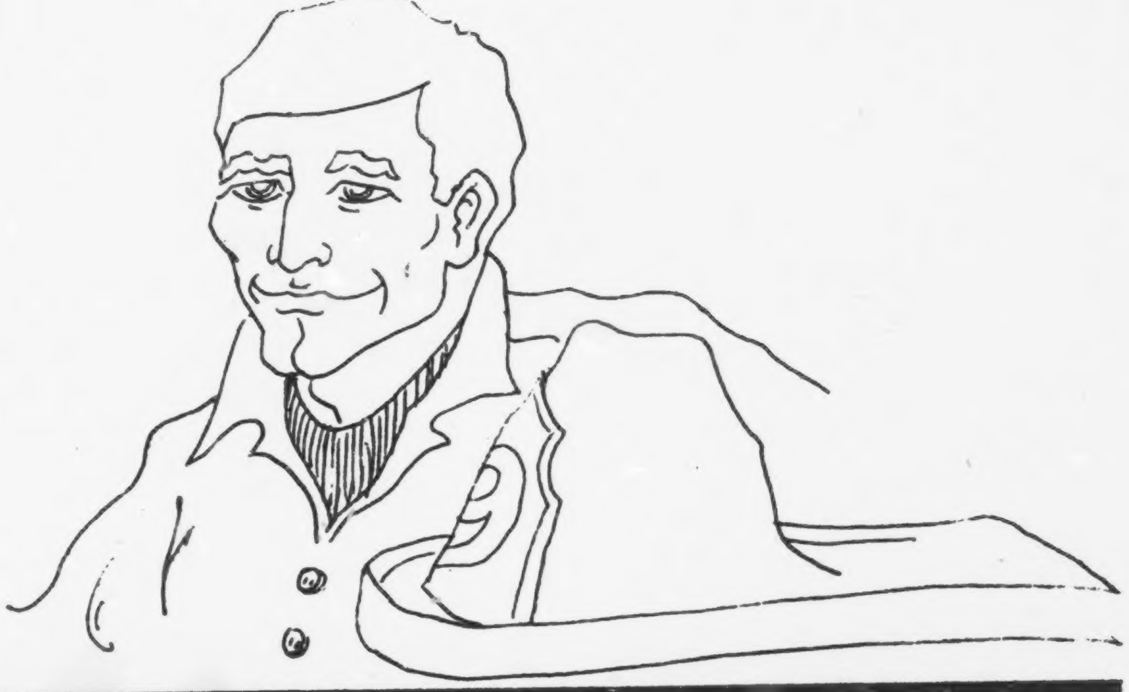
Lesson 24, Activity 1

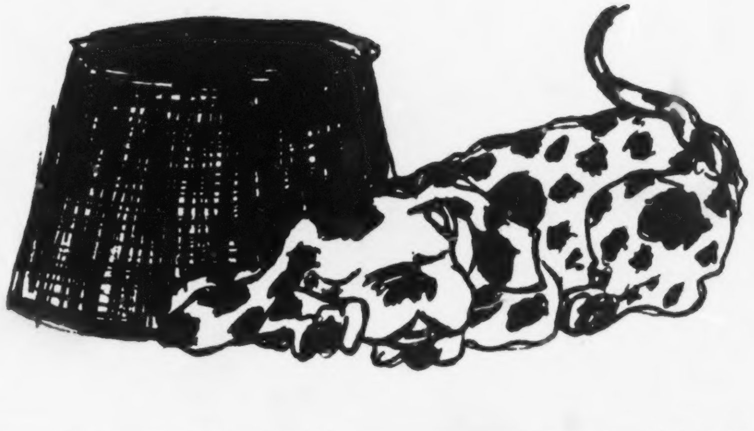


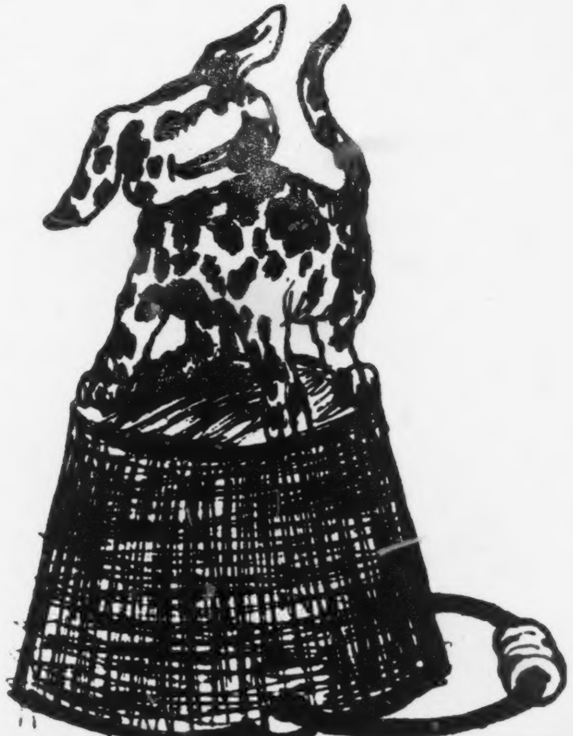
In the first row, make the line green.
In the second row, draw a long red line.

Lesson 24, Activity 1





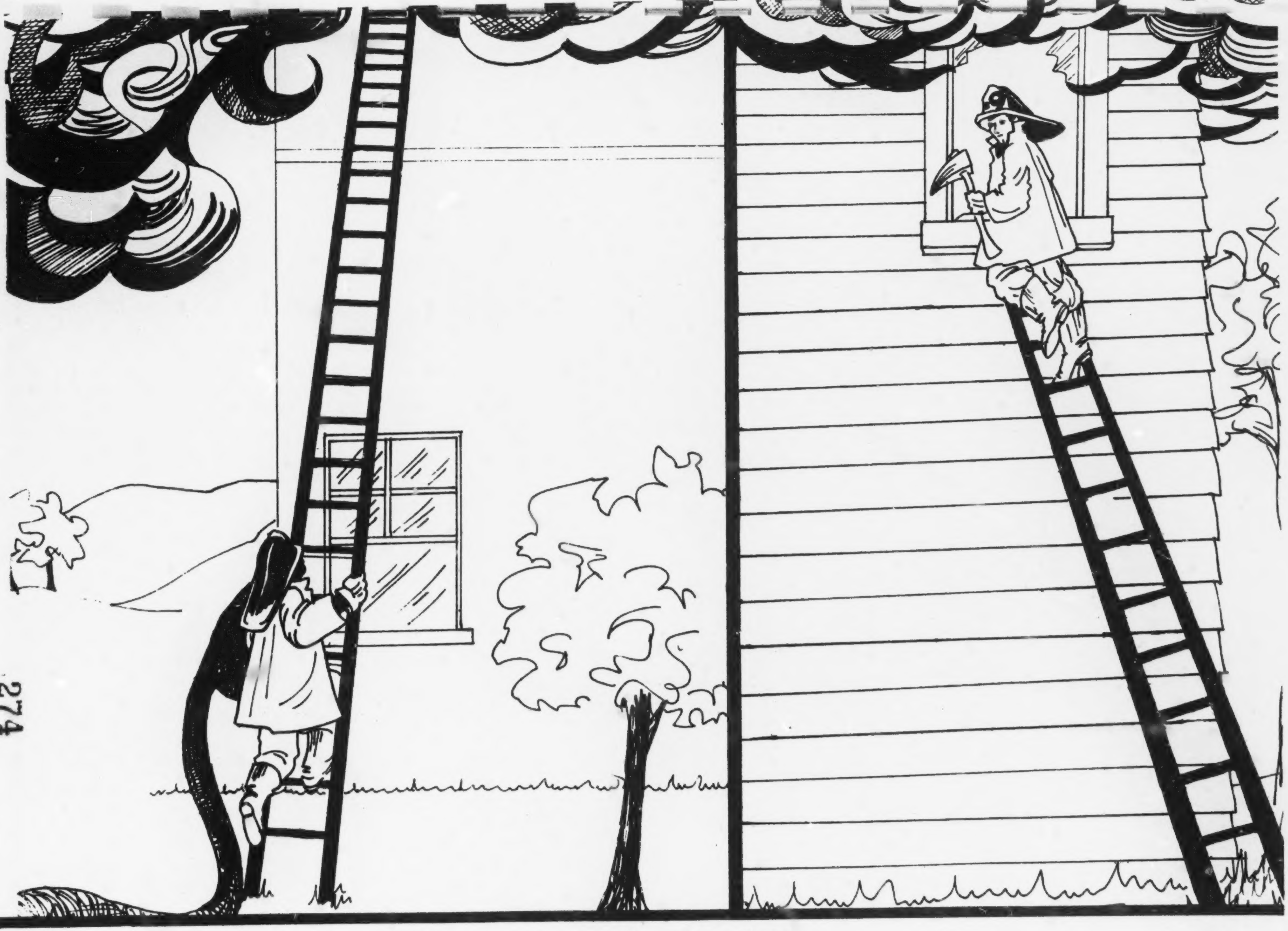




In the first row, draw a circle around the picture that shows the hat "on" the fireman's head.

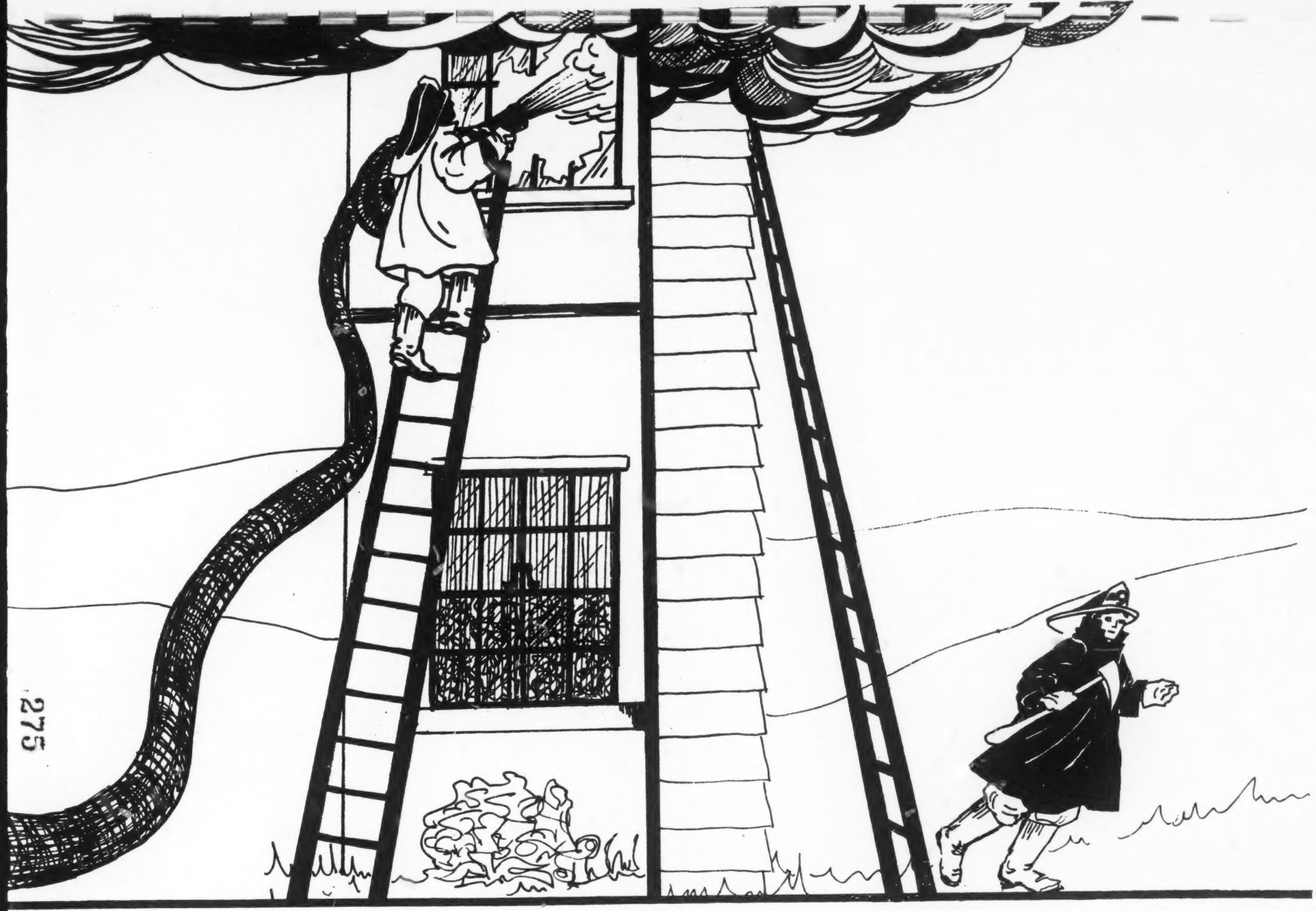
In the second row, draw a circle around the picture that shows the dog "on" the bucket.

Lesson 25, Activity 3



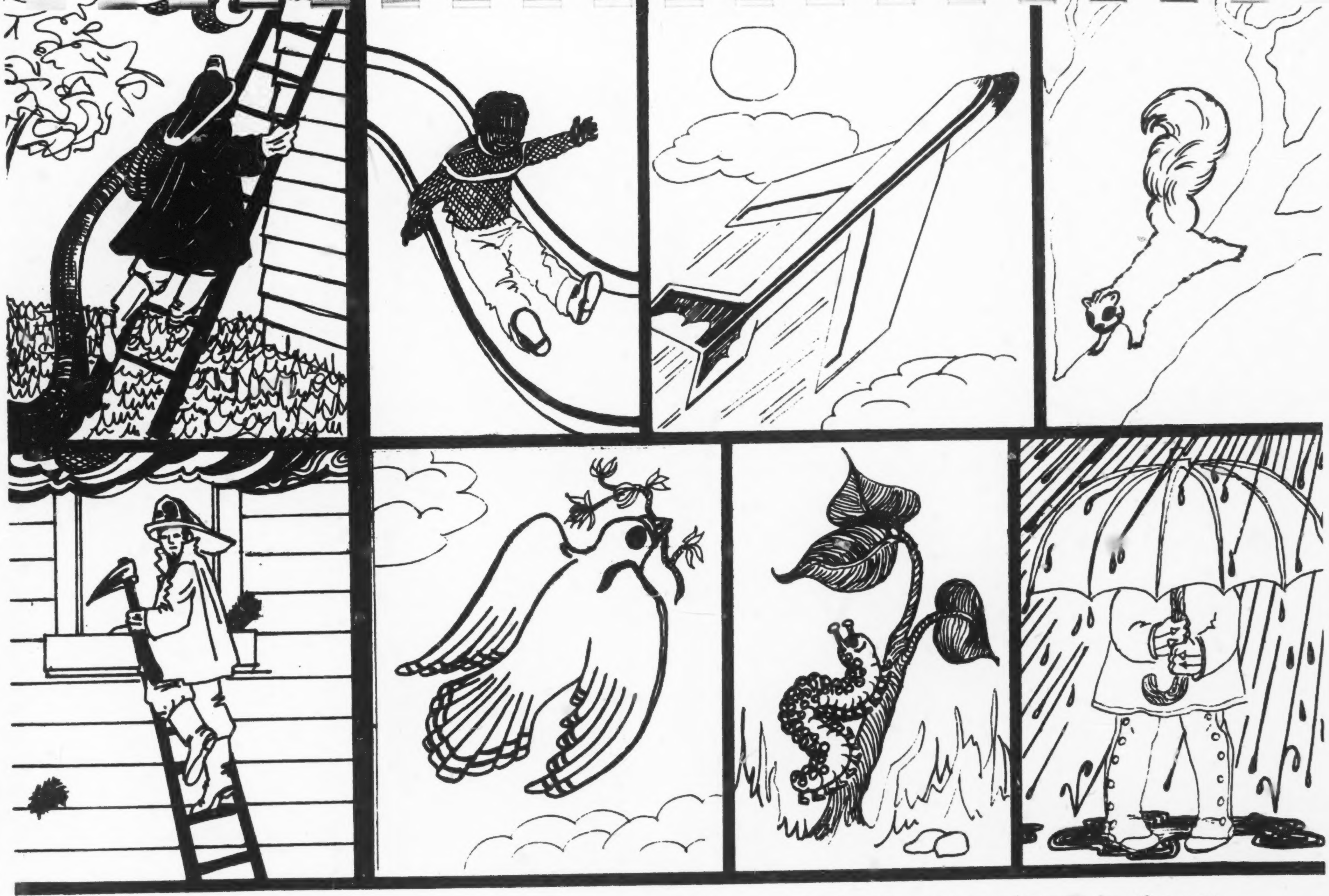
Draw a line to take the fireman on the left up the ladder.
Draw a line to take the fireman on the right down the ladder.

Lesson 26, Activity 2



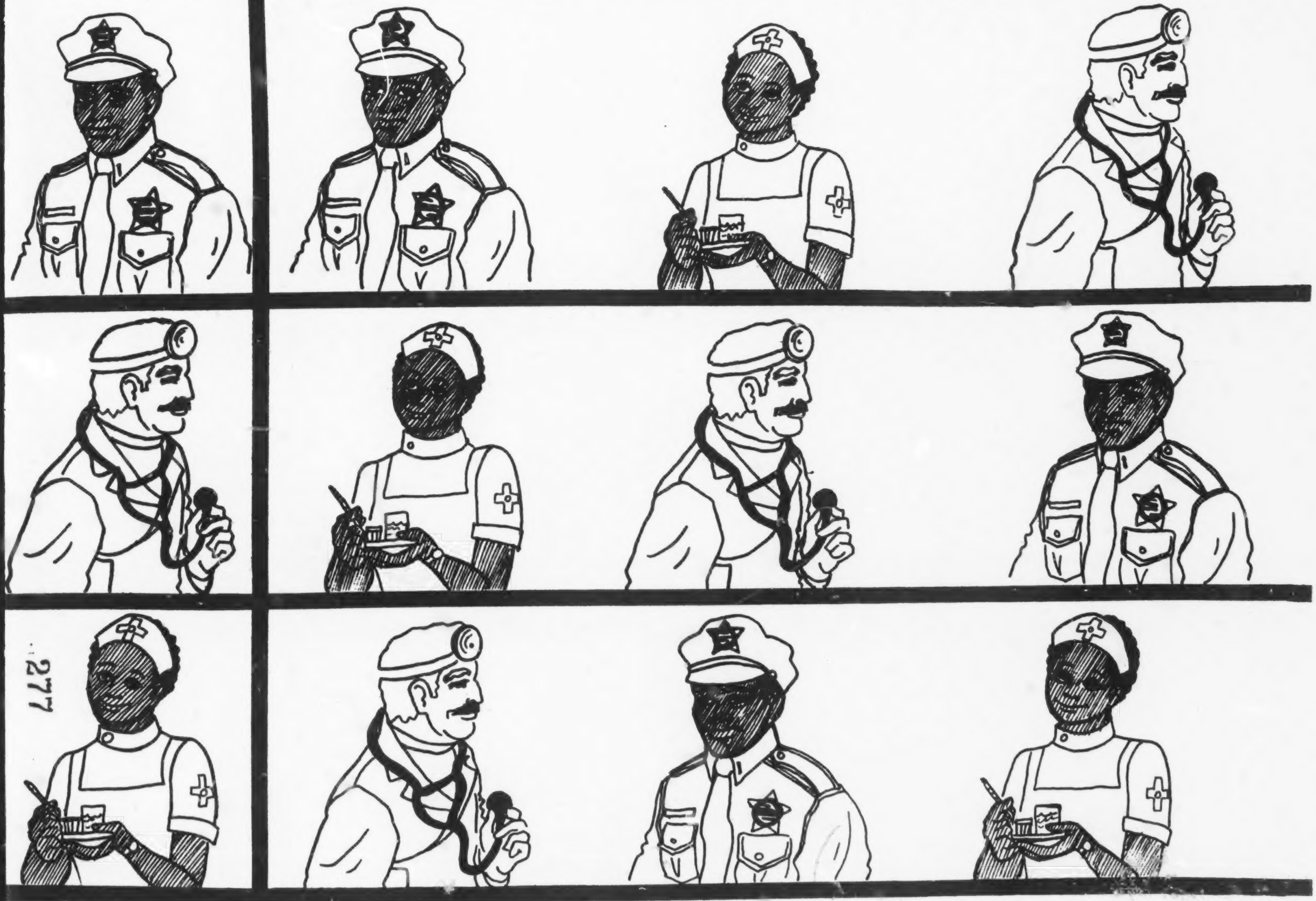
Did the fireman on the left side of the page go up or down the ladder?
Did the fireman on the right side of the page go up or down the ladder?

Lesson 26, Activity 2



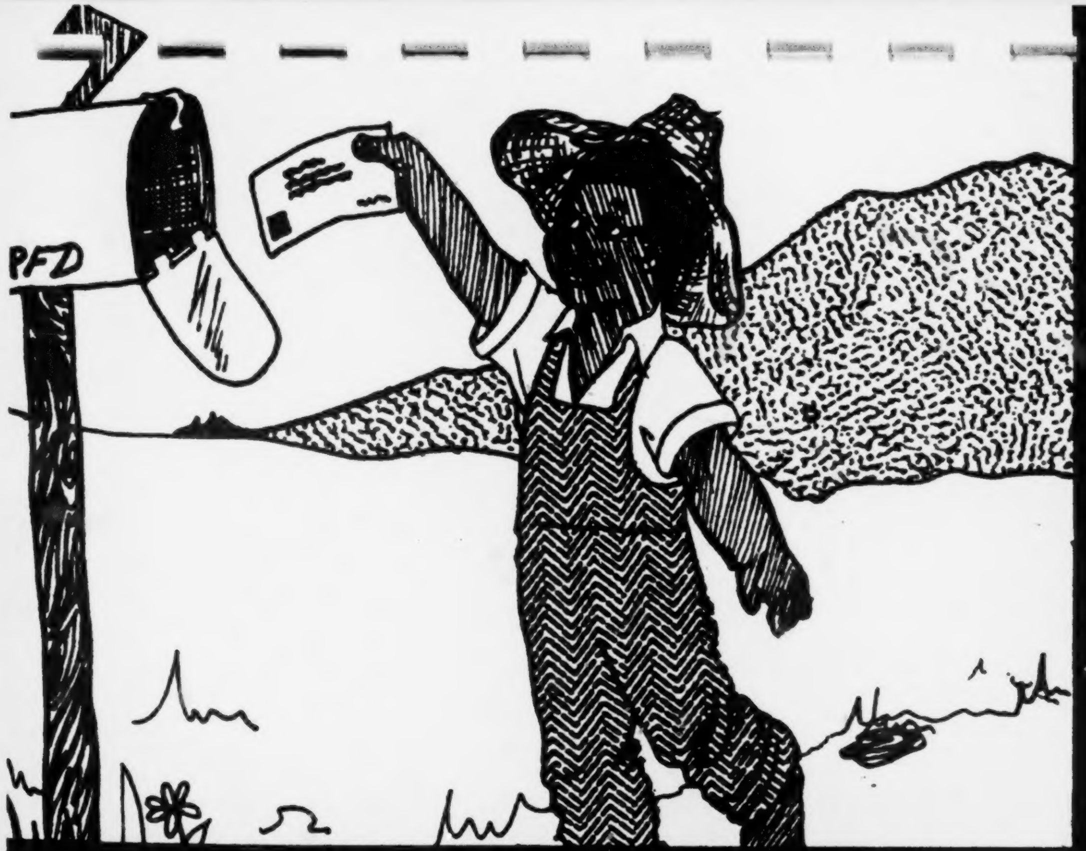
The fireman in the first row is going up the ladder. Circle the other picture in the row that shows something going up.
The fireman in the sedond row is going down the ladder. Circle the other picture in the row that shows something going down.

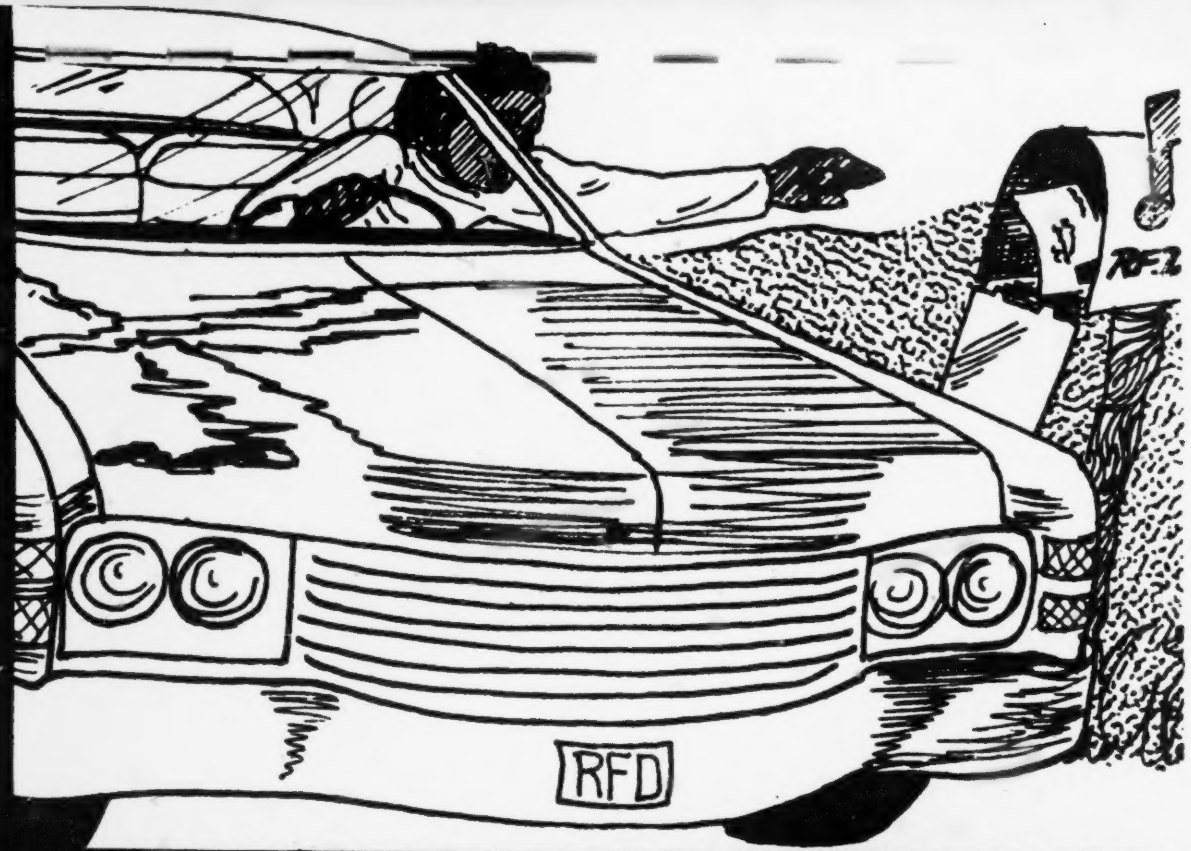
Lesson 26, Activity 3

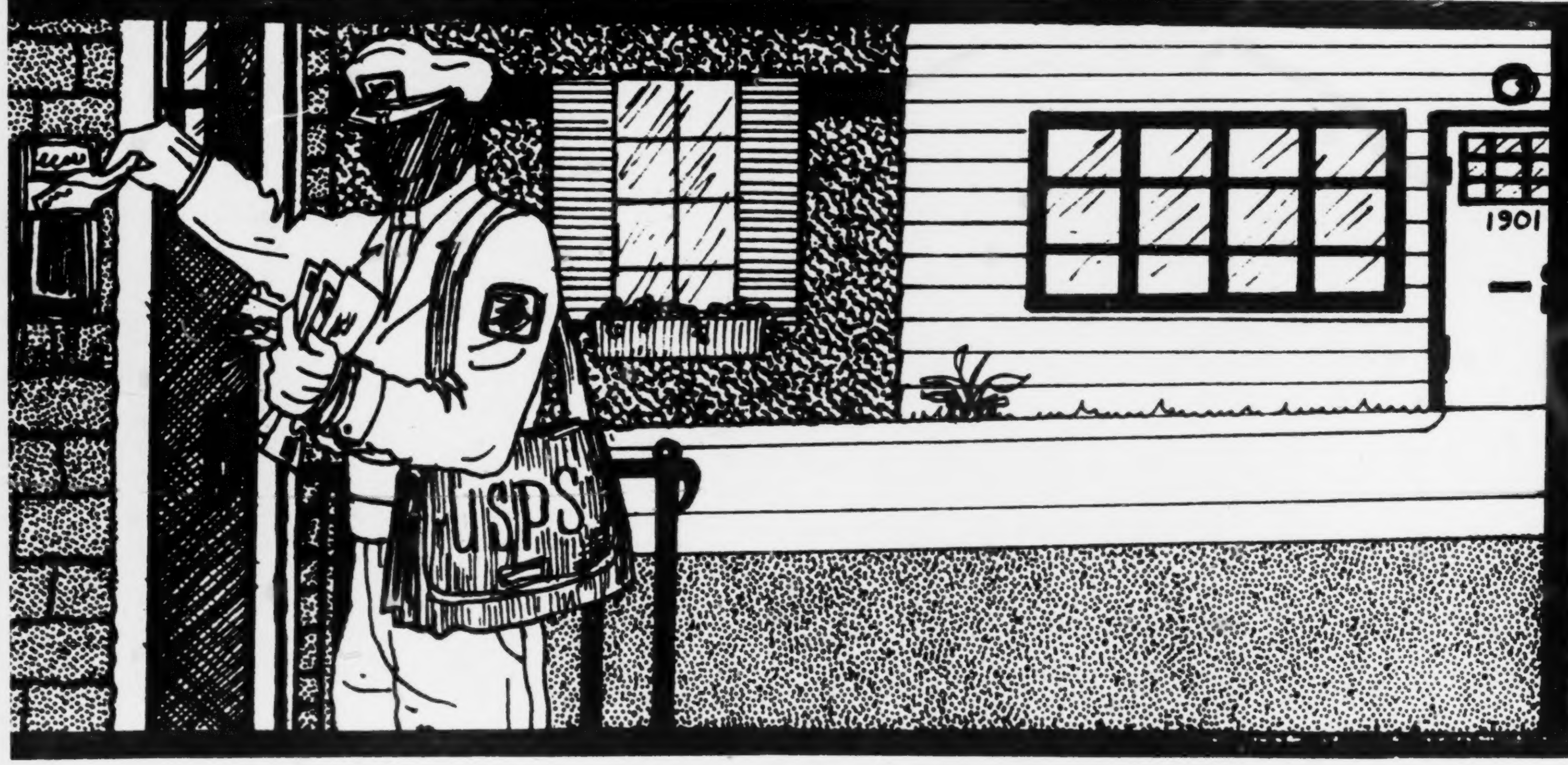


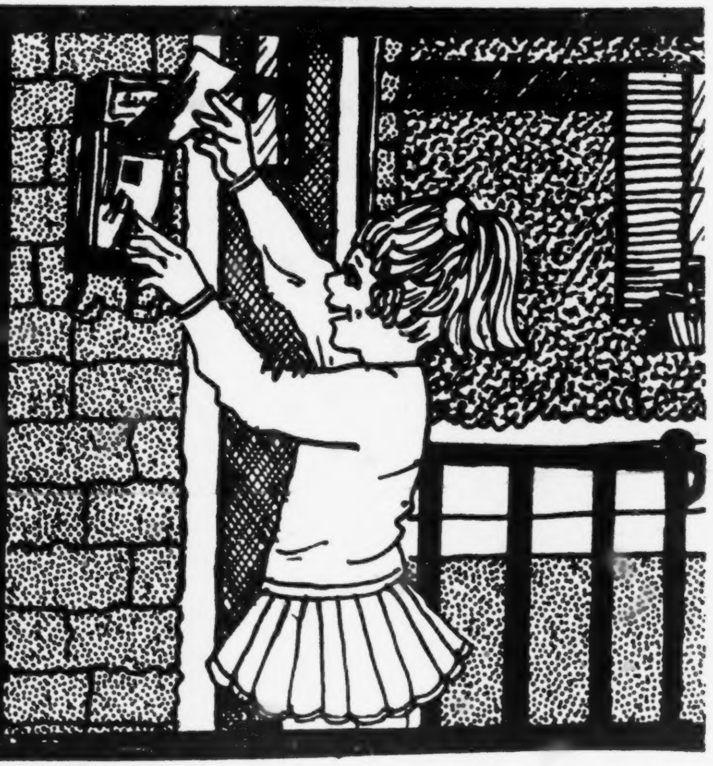
Circle the two pictures in each row that are alike.

Lesson 28, Activity 1



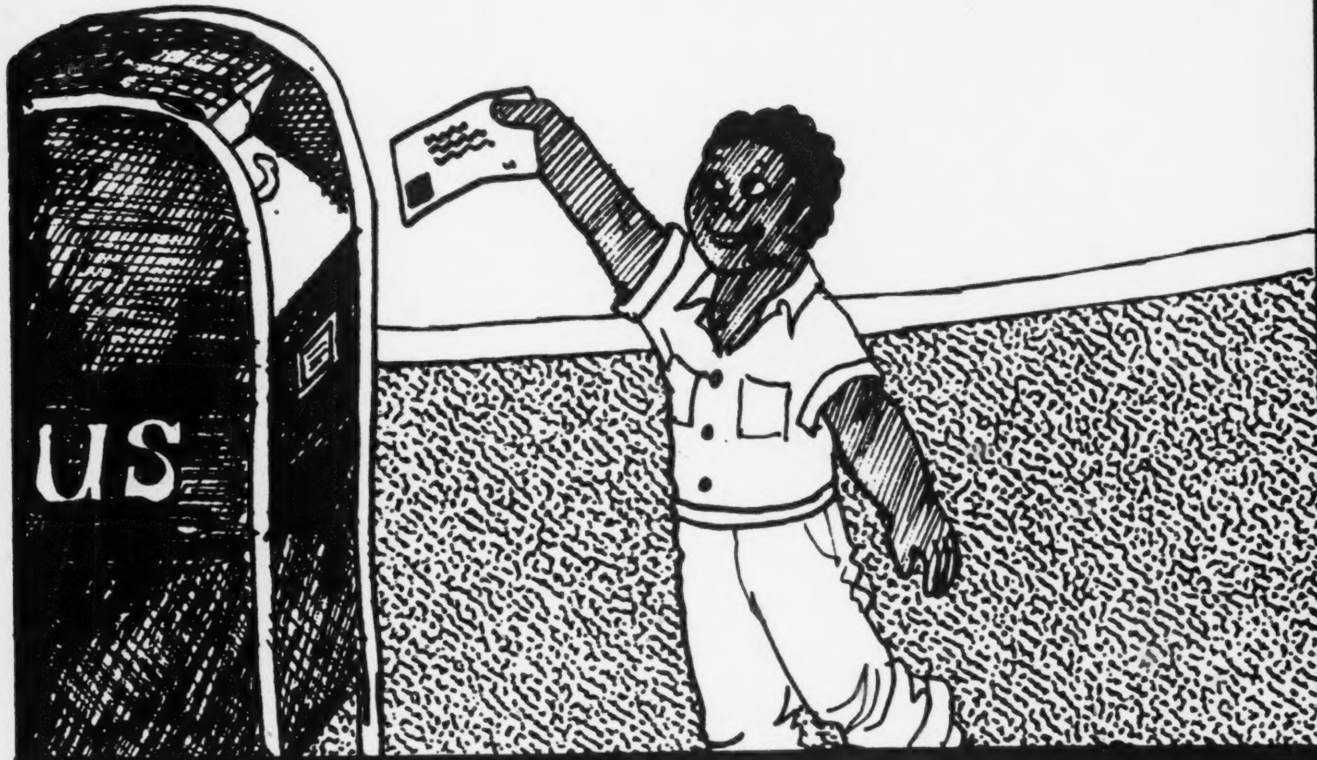


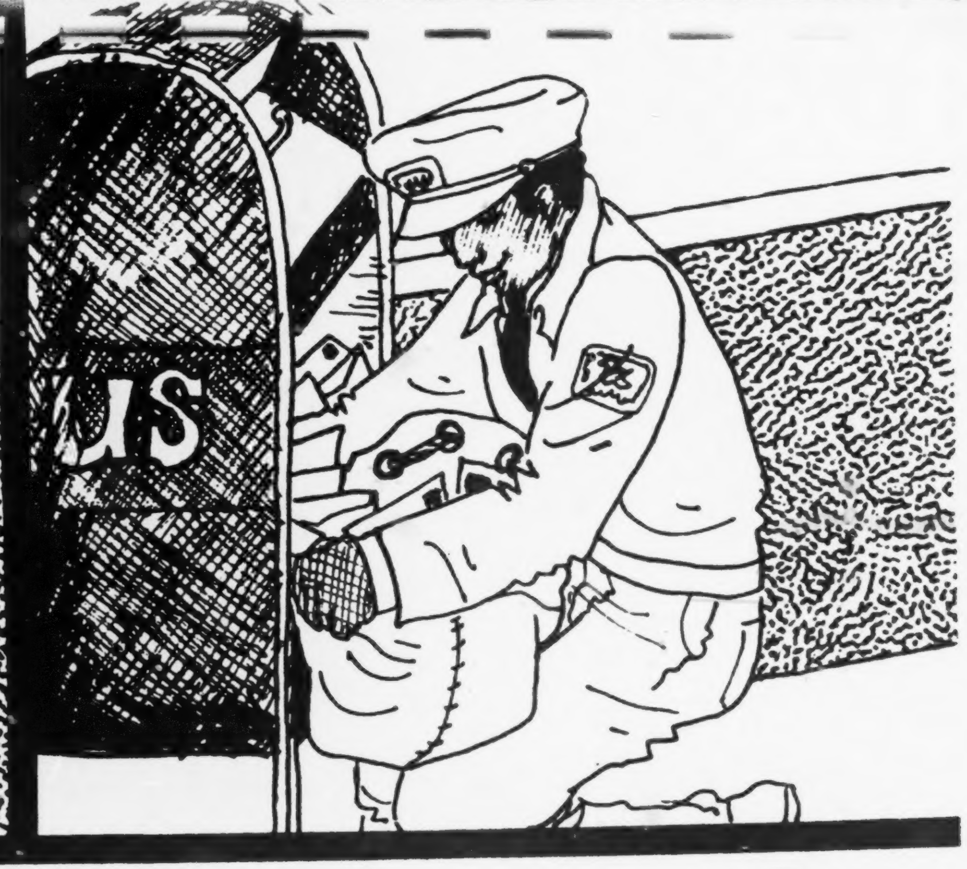


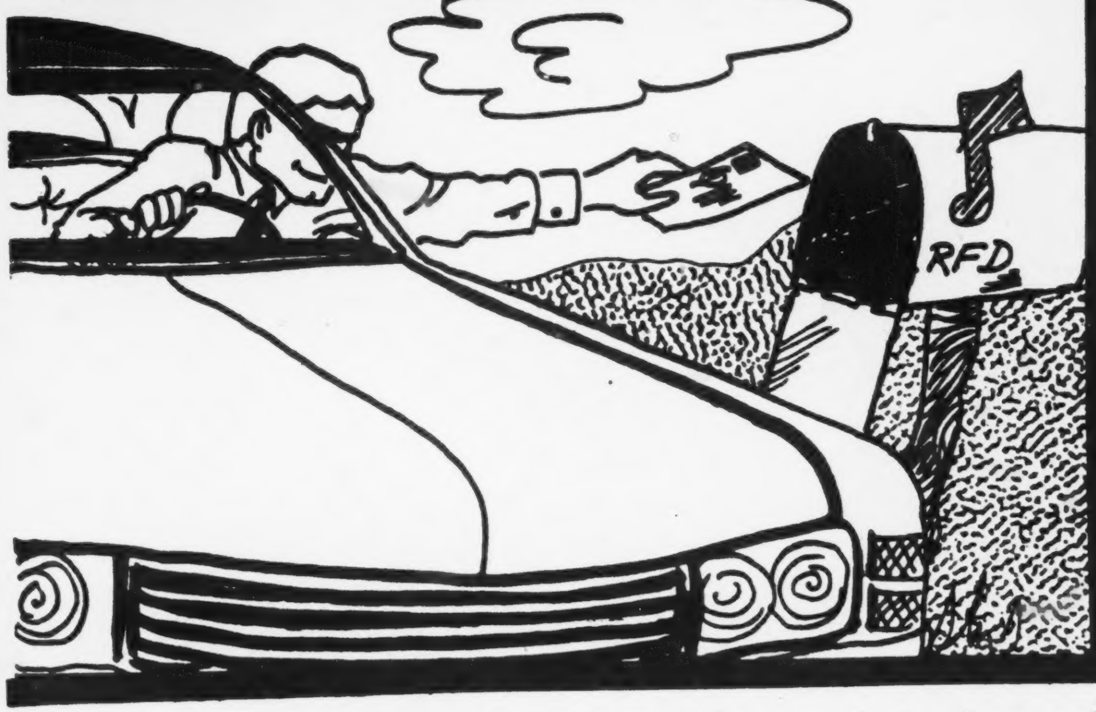


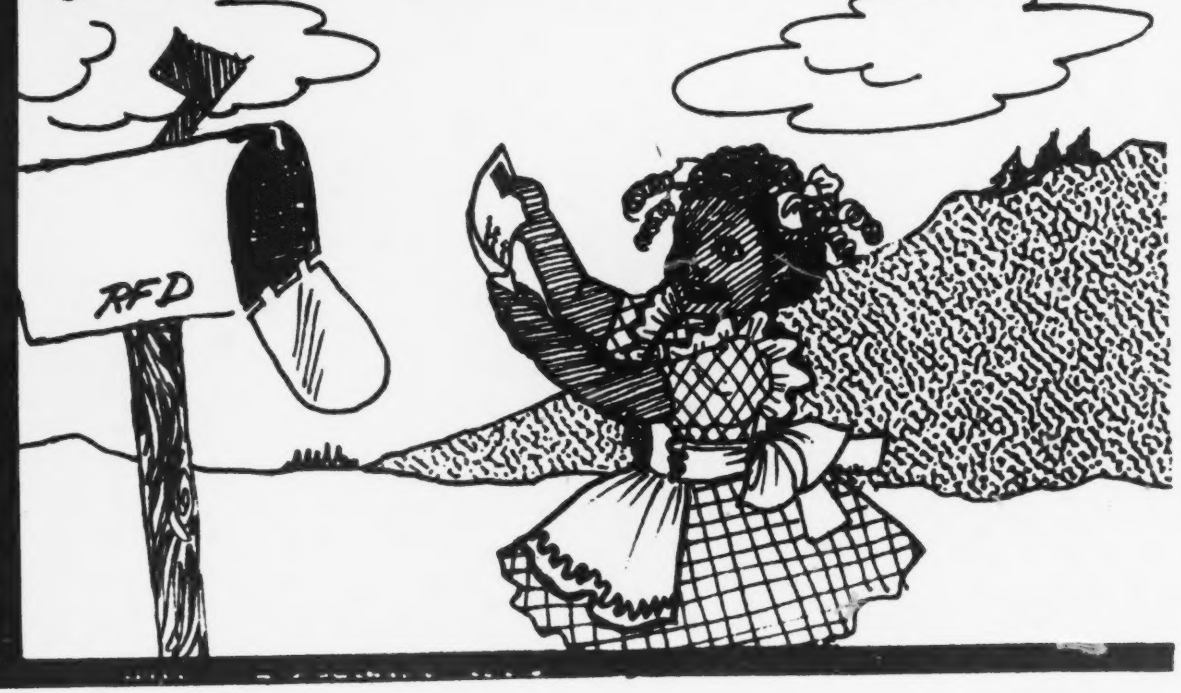
Draw a blue X on the picture that shows what happened first.
Draw a brown circle on the picture that shows what happened second.
Draw an orange X on the picture that shows what happened last.

Lesson 30, Activity 1



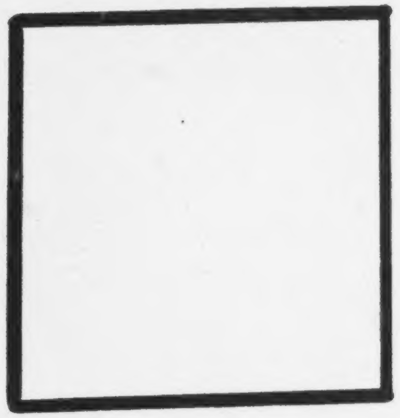


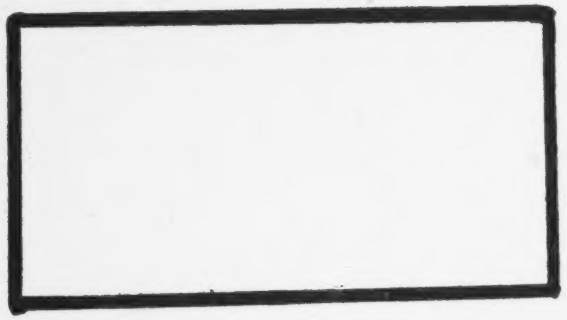




Draw a green X on the picture that shows what happened first.
Draw a red circle on the picture that shows what happened third.
Draw a yellow X on the picture that shows what happened last.

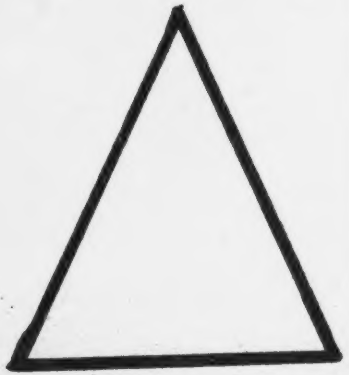
Lesson 30, Activity 1





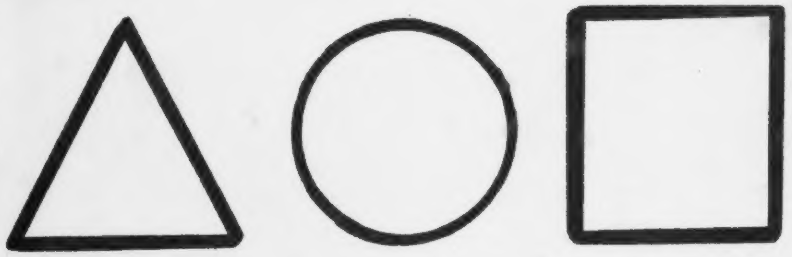
In the first row, draw three squares like the one pictured.
In the second row, draw two rectangles like the one pictured.

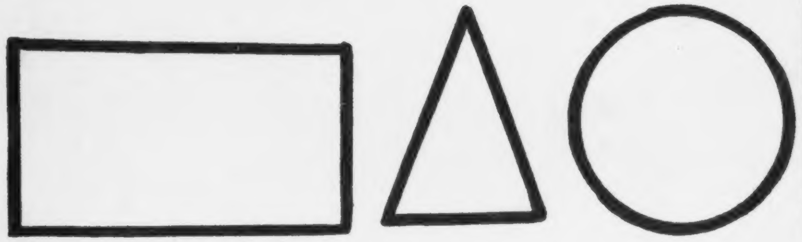
Lesson 30, Activity 2

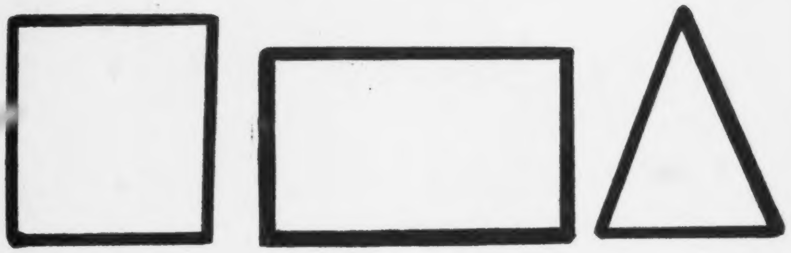


In the first row, draw a triangle like the one pictured.
Draw three rectangles in the second row.
Draw four squares in the third row.

Lesson 30, Activity 3

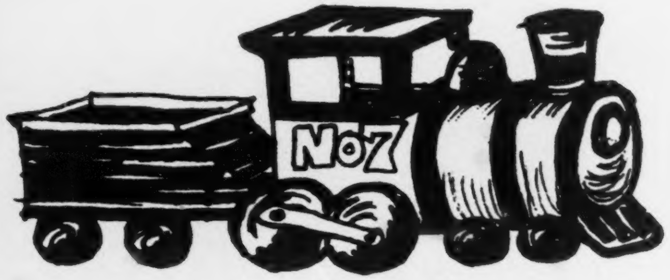


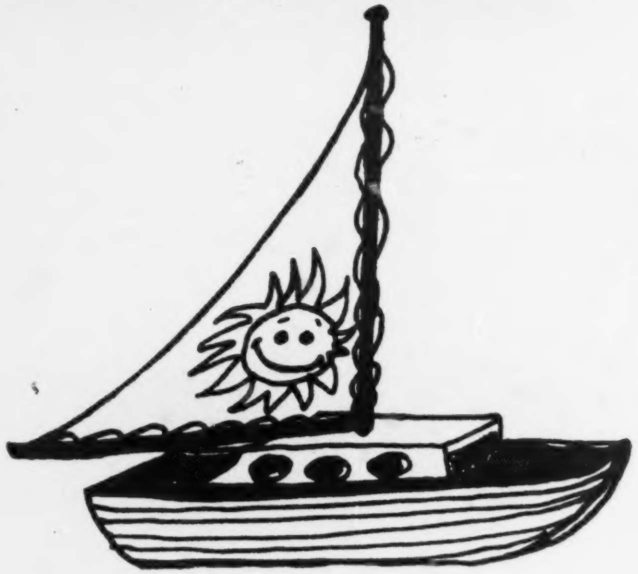


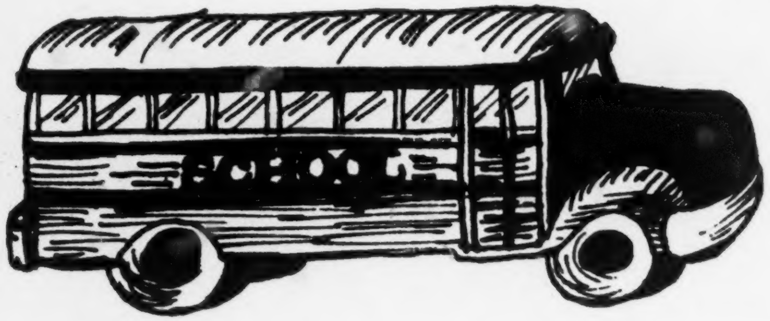


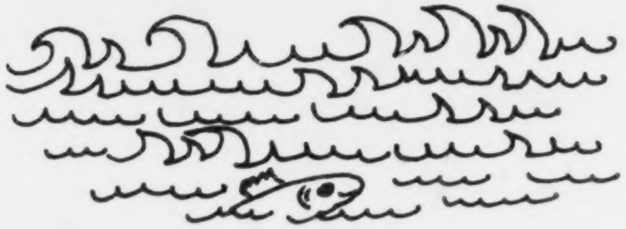
In eabh row, draw three shapes in the same order as the ones pictured at the left of the row.

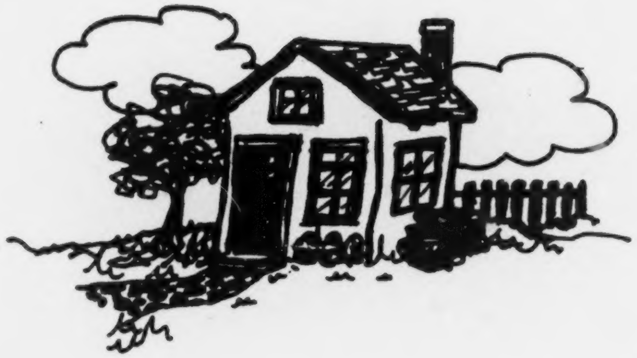
Lesson 31, Activity 2

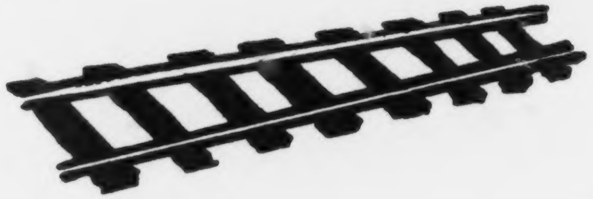


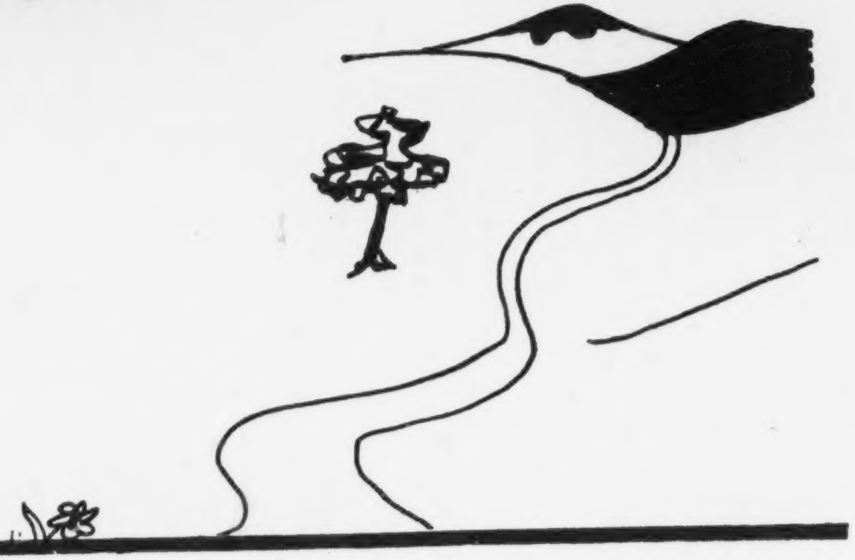












Draw lines between the pictures that go together.

Lesson 32, Activity 2

APPENDIX B

List of Materials

LIST OF MATERIALS*

Lesson 17

Baby Animals by Gyo Fujikawa, New York: Grosset and Dunlap (McLoughlin Brothers, Inc.) 1963.
9" X 12" Brown construction paper (one sheet for each child)
Six feet of brown wrapping paper
Large picture of a red barn
Farmer Barnes Buys a Pig by John A. Cunliffe, New York: The Lion Press, 1968.
9" X 12" Newsprint (one sheet for each child)
Scotch tape

Lesson 18

The Three Little Pigs, Newark, New Jersey: Peter Pan Records. (Book and record)
Feathers
I'll Show You Cats by Ylla, New York: Harper and Row.
9" X 12" Gray construction paper (one sheet for each child)
Wool
12" X 18" Newsprint (one sheet for each child)

Lesson 19

The Tomten by Astrid Lindgren, New York: Coward-McCann, Inc., 1968.
Beans
Blotter paper
Clear drinking glass
Sets of seeds and assorted objects (one for every two children)
  Each set contains:
    One bean
    One corn kernel
    One pebble
    One stick
    One button
    One peanut
12" X 18" Newsprint (one sheet for each child)
Cream (one pint)
Plastic jar
Plastic bowl

*The number of items listed will supply one class unless otherwise stated. This list specifies only the first usage of the items. Repeated usage is noted in the Materials List at the beginning of each lesson plan.

Lesson 19 (cont'd)

Popcorn
Popcorn popper
Wake Up, Farm! by Alvin Tresselt, New York: Lothrop, Lee and Shepard Company, 1955.

Lesson 20

Grocery store pictures
9" X 12" Orange construction paper (one sheet for each child)
Empty food boxes and cans
Model cash register
Play money
Grocery bags
Magazine pictures of store items
12" X 18" Newsprint (one sheet for each child)
Six feet of brown wrapping paper

Lesson 21

12" X 18" Newsprint (one sheet for each child)
Wake Up, City! by Alvin Tresselt, New York: Lothrop, Lee and Shepard Company, 1957.
"Transportation" picture set
The Car Book by William Dugan, New York: Golden Press, 1968.
Model cars (one each of brown, orange, blue, purple)

Lesson 22

9" X 12" Blue construction paper (one sheet for each child)
9" X 12" Purple construction paper (one sheet for each child)
Set of cardboard or sandpaper numeral fours (one numeral for each child)
Hot Wheels by Jo Anne Wood, New York: Golden Press, 1969.
Hot Wheels tracks (one set)

Lesson 23

Stop sign picture
Flannel-board traffic light set
Cardboard circle templates (one for each child)
9" X 12" Red construction paper (one sheet for each child)
9" X 12" Yellow construction paper (one sheet for each child)
9" X 12" Green construction paper (one sheet for each child)
The Little Circle by Ann Atwood, New York: Charles Scribner's Sons, 1967.
White adhesive tape

Lesson 23 (cont'd)

Green Says Go by Ed Emberly, Boston: Little, Brown and Company, 1968.
Flannel-board set of small red, yellow and green circles

Lesson 24

My Friend, the Policeman by Sylvia Tester, Elgin, Illinois: David C. Cook Publishing Company, A Show and Tell Book, 1967.
Small rulers (one for each child)
9" X 12" Newsprint (one sheet for each child)
Community Helpers Puppet Playmates Set
Model police car
White gloves (one pair)
Whistles (one for each child)
12" X 18" Newsprint (one sheet for each child)

Lesson 25

Instructo flannel-board set, "Community Helpers"
Instructo flannel-board set, "Cars and Trucks"
The Great Big Fire Engine Book by T. Gergely, New York: The Golden Press, 1950.
Model fire truck
9" X 12" Red construction paper (one sheet for each child)
My Friend, the Fireman by Sylvia Tester, Elgin, Illinois: David C. Cook Publishing Company, A Show and Tell Book, 1968.
Set of cardboard or sandpaper numeral fives (one numeral for each child)
9" X 12" Black construction paper (one sheet for each child)

Lesson 26

Bell
Up and Down by Mary Blair, New York: Golden Press, 1966.

Lesson 27

What Happens When You Go to the Hospital? by Arthur Shay, Chicago: Reilly and Lee, 1969.
9" X 12" White construction paper (one sheet for each child)
My Friend, the Doctor by Sylvia Tester, Elgin, Illinois: David C. Cook Publishing Company, A Show and Tell Book, 1967.
Toy doctor kit
Candy pills
Set of cardboard or sandpaper numeral sixes (one numeral for each child)

Lesson 27 (cont'd)

White chalk
9" X 12" Assorted colored construction paper (one sheet for each child)

Lesson 28

"Health and Cleanliness" picture set
12" X 18" Newsprint (one sheet for each child)
Big poster of teeth
Toothbrushes (one for each child)
Toothpaste (one tube for each child)
Paper cups (one for each child)

Lesson 29

Written letter
What Happens When You Mail a Letter? by Arthur Shay, Chicago: Reilly and Lee, 1967.
9" X 12" Newsprint (one sheet for each child)
Envelopes (one for each child)
Six-cent stamps (one for each child)
Set of 50 addressed envelopes
Set of cardboard or sandpaper numeral sevens (one numeral for each child)
Brown mail bag

Lesson 30

Set of cardboard or sandpaper numeral eights (one numeral for each child)
Rectangular letter
Cardboard rectangle templates (one for each child)
Square letter
Cardboard square templates (one for each child)
9" X 12" Newsprint (two sheets for each child)
Set of colored paper shapes (squares, rectangles, triangles, circles)
Squares Are Not Bad by Violet Salazar, New York: Golden Press, 1967.
12" X 18" Newsprint (one sheet for each child)

Lesson 31

"Sounds of the City" by Steven Sahlein, New York: Columbia Records, 1968. (Book and record)
Tempera paints
Paint brushes
18" X 24" Newsprint (one sheet for each child)
Set of cardboard or sandpaper numeral nines (one numeral for each child)
Pretend bus tickets (one for each child)

Lesson 32

How Far Is Far? by Alvin Tresselt, New York: Parents' Magazine Press, 1964.
The Pony Engine by Doris Garn, New York: Grosset and Dunlap, 1958.
The Boat Book by Joe Kaufman, New York: Golden Press, 1965.
Set of cardboard or sandpaper numeral tens (one numeral for each child)
Pretend plane tickets (one for each child)
Cookies (one for each child)
Near and Far by Cherney Berg, New York: Columbia Records, 1969. (Book and record)